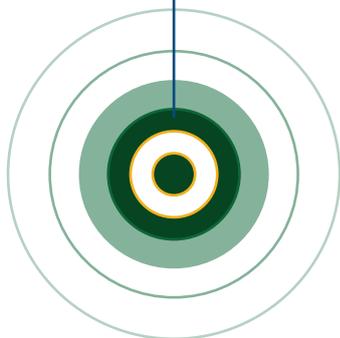


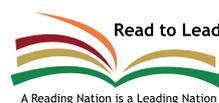


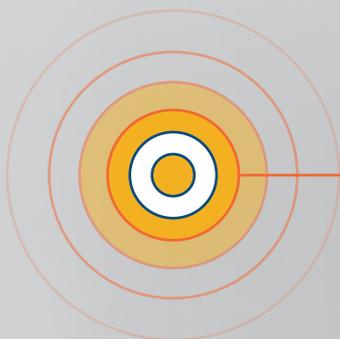
2021  
**NATIONAL  
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 CERTIFICATE**

**EXAMINATION  
 REPORT**



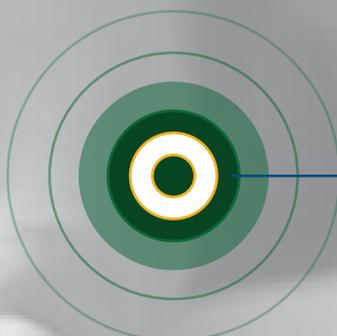
*Overcoming adversity;  
 ... through Resilience*





## TABLE OF CONTENTS

<b>FOREWORD</b>	<b>3</b>
<b>EXECUTIVE SUMMARY</b>	<b>5</b>
<b>1. INTRODUCTION</b>	<b>10</b>
<b>2. PROGRESS IN THE SCHOOLING SECTOR</b>	<b>12</b>
<b>3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION</b>	<b>19</b>
<b>4. THE CLASS OF 2021</b>	<b>25</b>
<b>5. ADMINISTRATION OF THE NOVEMBER 2021 NSC EXAMINATION</b>	<b>30</b>
<b>6. PERFORMANCE OF THE CLASS OF 2021</b>	<b>39</b>
<b>7. SUMMARY OF ACHIEVEMENTS</b>	<b>88</b>
<b>8. CONCLUSION</b>	<b>91</b>



# FOREWORD

The Class of 2021 will remember their Grade 12 year as one of challenge and triumph. The challenge was coping with the unknowns of new Covid-19 variants and managing its subsequent effects on learning. The triumph was overcoming learning loss and maintaining high academic discipline. The results of class of 2021 is a triumph for the learners who participated and the society that supported them. The response of the Department with the support of parents and their communities to insulate this class from potential harm and safeguard their right to education's promise of a better future, has borne fruit. In 2021, we celebrate and salute this second cohort who wrote the National Senior Certificate under COVID-19 protocols yet delivered a miraculous achievement of improving performance, enabling a successful gateway to their further studies and the world of work.



In 2021, the Rainbow Nation bade farewell to Archbishop Desmond Tutu. The Arch once stated, 'There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in'. This echoes the mission of the Department of Basic Education in pursuit of growing better tomorrows by providing quality education today.

This cohort has risen to the call by President Cyril Ramaphosa that we can overcome our challenges as a nation because we are a nation of heroes. The education sector faced numerous challenges in 2021 but as true heroes, our teachers, principals, subject advisors and all officials in the sector displayed an energy, commitment and persistence to rise above the challenges they faced. At the risk of their own welfare, it was heartwarming to witness how teachers reported for duty long before their official working hours, offered additional classes over weekends and school holidays and left no chalk unfinished to offer their relentless support to the Class of 2021. I salute you!

The Quality Assurance Council, Umalusi, approved the 2021 NSC results. It must be noted that the approval was preceded by meticulous verification of all examination processes. South Africa offers a credible public examination system, comparable internationally. The National Senior Certificate has again stood the test of time and after 12 years of teaching and learning, this qualification holds intrinsic value for both individuals and society as a measure of advocated success.

The Class of 2021 had a number of success stories. There was a significant increase in the number of full-time enrolments in 2021 increasing from 610 484 in 2020 to 733 917 in 2021. This difference of 123 487 candidates allays the concern that there would have been a significant dropout of learners in 2020 and 2021, given the COVID-19 pandemic. There were improvements in Mathematics and Physical Science by more than 3 percentage points over their 2020 counterparts; a testament to government's priority of equipping South African learners with relevant skills and knowledge for a changing world. These improved learner performance trends are in keeping with notable improvements patterns observed at the Grade 5 and Grade 9 levels in the Trends in International Mathematics and Science Study (TIMSS) over the last 10 years. Over the last two years, government has emphasised the world of work is changing and the need for entrepreneurial skills is not only desired but necessary for many candidates to become

self-sufficient and successful. It is therefore encouraging to note that one of the best performing subjects was Business Studies with more than 80% of candidates achieving a pass score. The overall pass rate in this examination improved from 76.2% to 76.4% and more than a third of candidates who wrote will be able to pursue career interests at a University.

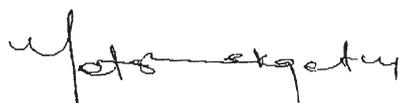
Realizing the rights of persons with disabilities is crucial to fulfilling the core promise of the National Development Plan's Vision 2030: to leave no one behind. In 2021, South African Sign Language Home Language (SASL HL) candidates sat for the fourth SASL HL examinations in the National Senior Certificate Examinations. I am pleased to report that a total of 879 learners with special needs attained admission to Bachelor studies, 636 achieved admission to diploma Studies, and 314 achieved admission to higher certificate studies.

A dynamic education system keeps abreast with the demands of the fourth industrial revolution. In 2021, Marine Sciences was offered for the first time as an examinable subject in the Grade 12 NSC examinations. Various technical vocational specialisations, Technical Mathematics and Technical Sciences were offered for the fourth year since their introduction in 2018. A remarkable improvement in the 2021 NSC results was noted in both Technical Sciences and Technical Mathematics. This bodes well for our recent initiatives on introducing robotics and coding in earlier grades.

The success of the Class of 2021 also bears testament to the ongoing and planned initiatives of the Department to build strong foundations in learning from the early years of schooling, building back basic skills in numeracy and literacy and preparing learners adequately for 21<sup>st</sup> century skills and competencies. We are committed towards ensuring learning is a successful journey that brings enjoyment and fulfillment from early learning to exit leaving qualifications.

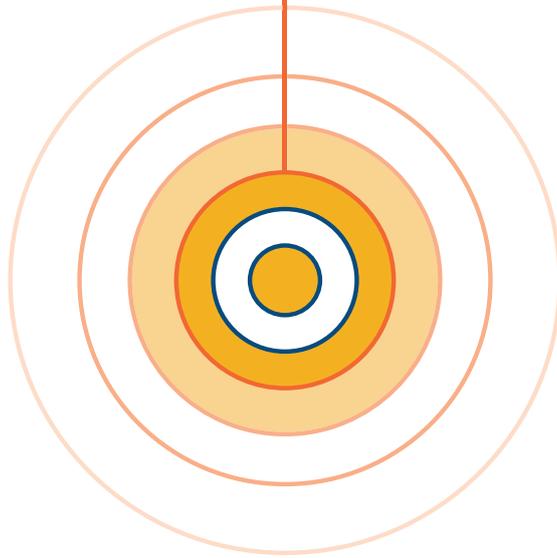
We remain grateful to schools providing extra learner support programmes and to non-governmental organisations, corporates, institutions of higher learning, community groups, and volunteer-based learning programmes, working in partnership with schools in providing highly valuable support to our learners. Stakeholders and partners in education immensely contributed to the readiness and success achieved by the Class of 2021.

Once again, I wish to thank parents, teachers, principals, teacher unions, communities, district and provincial officials, and social partners for carrying the Class of 2021. I believe that our unity will make us find new frontiers of cooperation and innovation. I am confident that by working together yet again, we can support the Class of 2022 in the manner that we supported their predecessors. The magnanimous act of society seeks to fulfill the Freedom Charter's clarion call that: 'The Doors of Learning and Culture Shall be opened!'



Mrs AM Motshekga, MP

Minister of Basic Education



# EXECUTIVE SUMMARY



# EXECUTIVE SUMMARY

A total of **897 490** candidates enrolled for the November 2021 Grade 12 National Senior Certificate (NSC) examinations. This number is made up of **733 540** full-time and **163 950** part-time candidates. The Class of 2021 is the largest class to date to sit for the Grade 12 NSC examinations since its inception in 2008.

The schooling of the Class of 2021 was adversely affected by the advent of the corona virus in 2020, during their Grade 11 year. Although the Department of Basic Education instituted measures to recover the lost time in relation to teaching and learning such as the shortening of the June holiday in 2020, the cancelling of the June examinations in both 2020 and 2021 and the extension of the fourth term in 2020, this group of learners had to endure major psychological and academic hurdles. To assist the system to accommodate the disruptions brought about by the advent of the corona virus, the assessment requirements at Grade 11 level were amended such that the weighting of school-based assessment (SBA) was raised from 25% to 60% and the weighting of the examinations was reduced from 75% to 40%.

A total of 162 question papers was set by the DBE for the November 2021 NSC examinations. A total of **49 437** markers were appointed to mark the examination scripts in the various subjects and papers at **191** marking centres across the nine provinces.

The national pass rate for the Class of 2021 is 76,4%. There has been a 0,2% improvement in the overall performance for the Class of 2021 compared to that of 2020 which was at 76.2%. Table 1 below indicate the overall performance of the Class of 2021 and the individual provincial performance and their rankings.

**Table 1: Overall and provincial performance and their rankings**

Province	2021			Rankings
	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	91 500	66 770	73.0	7
Free State	35 055	30 037	85.7	1
Gauteng	127 523	105 526	82.8	2
KwaZulu-Natal	166 570	127 990	76.8	5
Limpopo	105 101	70 124	66.7	9
Mpumalanga	66 756	49 133	73.6	6
North West	41 081	32 143	78.2	4
Northern Cape	12 726	9 089	71.4	8
Western Cape	57 709	46 875	81.2	3
<b>National</b>	<b>704 021</b>	<b>537 687</b>	<b>76.4</b>	

The graph below provides a comparison of performance from 2008 to 2021.

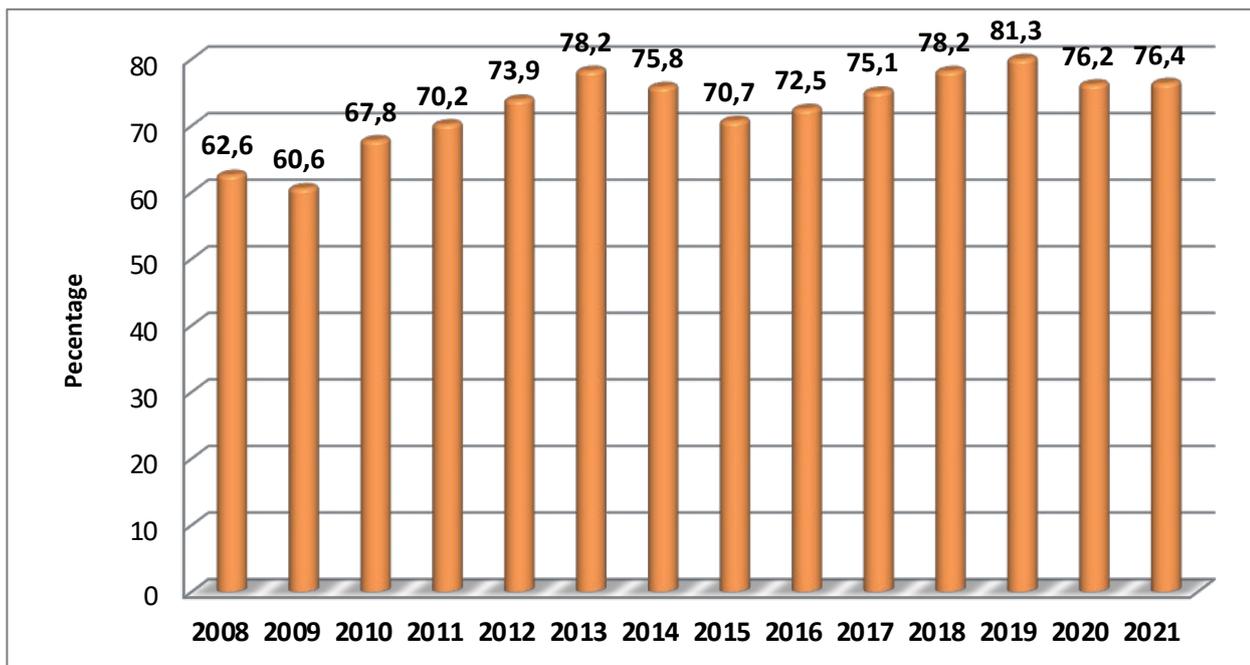


Figure 1: Comparison of performance in the NSC Examinations – 2008 to 2021

The percentage of candidates achieving admission to Bachelor Studies has improved over time, and has remained relatively constant over the last three years. The graph below indicates the percentage of learners who achieved admission to Bachelor Studies since 2013.

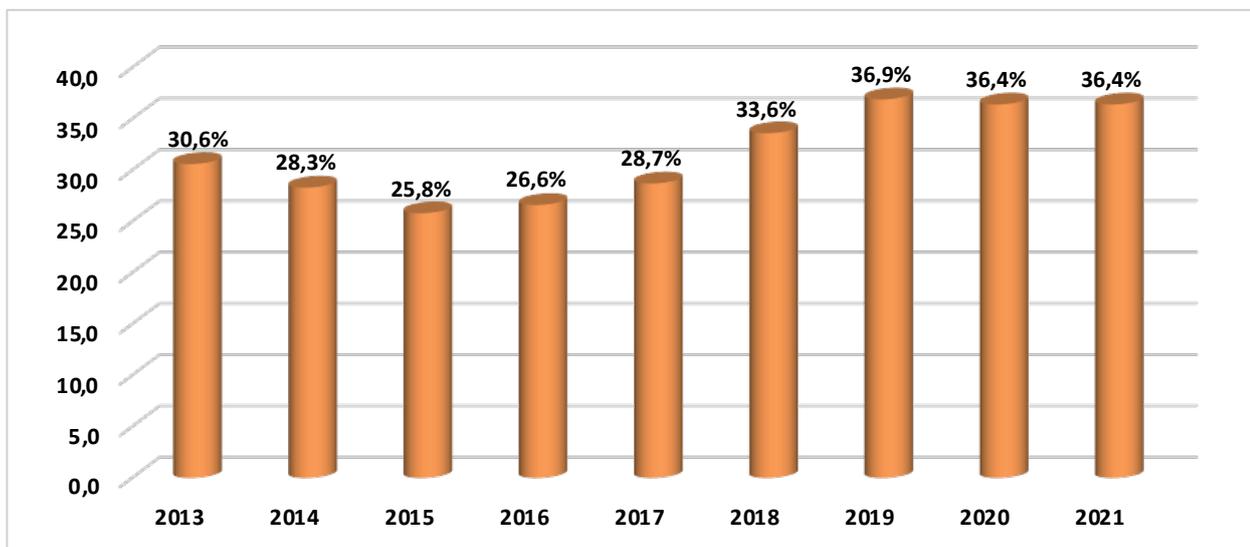
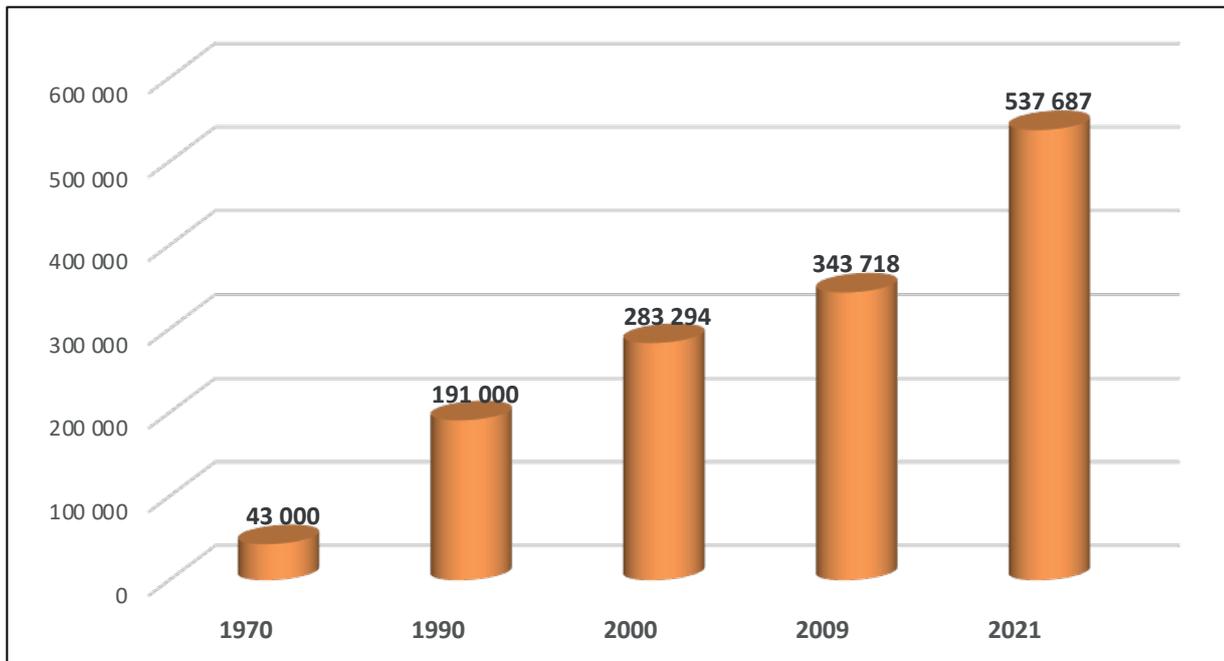


Figure 2: Percentage of Bachelor passes – 2013 to 2021

The number of candidates attaining the matric certificate since 1970 has increased significantly over this period.



**Figure 3: Numbers of learners attaining matric in selected years since 1970**

The percentage of candidates passing both Mathematics and Physical Sciences in 2021 has improved compared to that of 2020. The 2021 pass percentage in Mathematics is 57,6% compared to 53,8 in 2020 while the 2021 pass percentage in Physical Sciences is 69,0% compared to 65,8% in 2020. There has also been an increase in the number of candidates that attained a pass in Mathematics and Physical Science in 2021. The increase in the number of passes is observed across most of the subjects, as observed in the Table below.

**Table 2: Comparison of performance in gateway subjects – 2019 to 2021**

Subjects	2019			2020			2021		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	80 110	62 796	<b>78.4</b>	92 767	70 014	<b>75.5</b>	105 894	79 093	<b>74.7</b>
Agricultural Science	92 680	69 132	<b>74.6</b>	96 155	69 916	<b>72.7</b>	123 990	93 447	<b>75.4</b>
Business Studies	186 840	132 571	<b>71.0</b>	207 045	161 224	<b>77.9</b>	243 843	196 233	<b>80.5</b>
Economics	107 940	74 796	<b>69.3</b>	118 484	81 536	<b>68.8</b>	139 191	94 479	<b>67.9</b>
Geography	271 807	218 821	<b>80.5</b>	287 629	216 467	<b>75.3</b>	358 655	266 402	<b>74.3</b>
History	164 729	148 271	<b>90.0</b>	173 498	159 737	<b>92.1</b>	227 448	203 473	<b>89.5</b>
Life Sciences	301 037	217 729	<b>72.3</b>	319 228	226 700	<b>71.0</b>	384 216	274 584	<b>71.5</b>
Mathematical Literacy	298 607	240 816	<b>80.6</b>	341 363	275 684	<b>80.8</b>	441 067	328 382	<b>74.5</b>
Mathematics	222 034	121 179	<b>54.6</b>	233 315	125 526	<b>53.8</b>	259 143	149 177	<b>57.6</b>
Physical Science	164 478	124 237	<b>75.5</b>	174 310	114 758	<b>65.8</b>	196 968	135 915	<b>69.0</b>

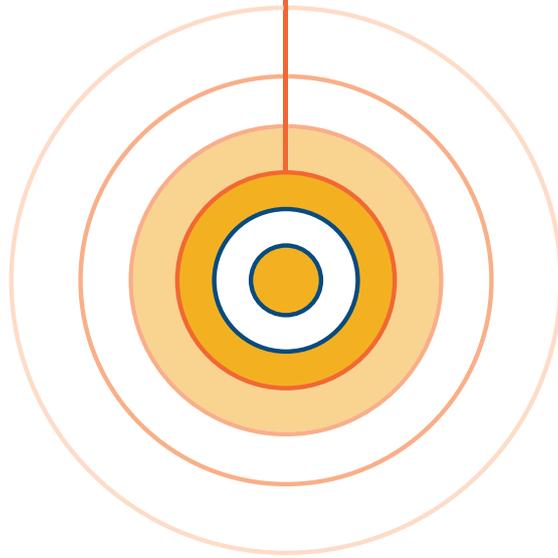
In general, the system has shown an improvement across the six social justice principles, namely access, redress, equity, efficiency, quality and inclusivity, that are used to evaluate the performance of the system. The following are notable achievements in the November 2021 NSC examinations:

- The overall pass percentage has improved by 0.2% from 76.2% in 2020 to 76.4% in 2021;
- An improvement in the pass percentage in both Mathematics and Physical Sciences;
- A total of 256 031 candidates achieved admission to Bachelor studies in 2021 compared to 210 820 in 2020;
- A total of 879 learners with special needs attained admission to Bachelor studies, **636** achieved admission to diploma studies, **314** achieved admission to higher certificate studies out of the **2 397** who sat for the November 2021 NSC examinations;
- The number of schools performing at a 100% pass rate increased from **479** in 2020 to **515** in 2021.

The following areas of decline in performance are noted and will need the attention of the DBE in 2022:

- Four of the nine provincial departments registered a decline in the overall performance (Gauteng, KwaZulu-Natal, Limpopo and Mpumalanga). In addition, the percentage of learners attaining admission to Bachelor Studies declined in four of the nine provinces (Free State, Gauteng, KwaZulu-Natal and Limpopo); and
- The decline in the performance of a few of the high enrollment subjects, like Accounting, Economics, Geography, History and Mathematical Literacy, warrants focussed attention in 2022.





# 1. INTRODUCTION



# 1. INTRODUCTION

The National Senior Certificate (NSC) report provides the education system with a clear and concise account of the performance of the schooling system, as reflected by the Class of 2021 that has gone through thirteen years of teaching and learning. The outbreak of the corona virus pandemic in 2020 presented the education system with unprecedented challenges that generally impacted negatively on education programmes, including assessment-related activities. Hence, the performance of the Class of 2021 cannot be strictly compared to previous years, except for the Class of 2020. Nonetheless, these comparisons will be made but taking cognisance of the impact of COVID-19 on the Class of 2021.

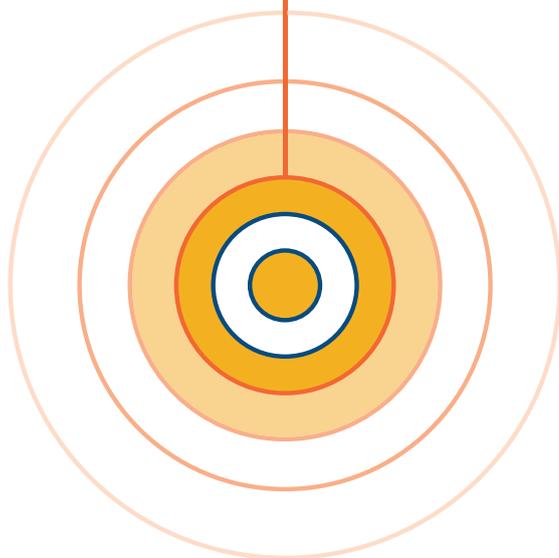
The November 2021 Grade 12 examinations commenced on Wednesday, 27 October 2021 and concluded on Tuesday, 7 December 2021. The examinations were conducted in terms of the *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*. The Regulations were strictly adhered to in respect of all processes and procedures and applied to both full-time and part-time candidates. In addition, the Department of Basic Education issued a revised version of the protocol on the writing of the examinations and the marking of examinations, under Covid-19 conditions to minimise the spread of the virus during the administration of these examinations.

Over the years, the DBE has strengthened its monitoring capacity to ensure compliance to the regulations. Where there are deviations, these are addressed immediately to ensure that the credibility of the examinations is not compromised.

The main focus of the DBE was on maintaining a high standard in respect of the question papers, adherence to the highest security measures and procedures relating to the printing and storage of examination materials, sitting for the examinations under strictly controlled conditions, the timeous collection and secure storage of scripts, high quality marking and accurate processing of the results.

This report will focus on the progress in the sector, as reflected by performance in the NSC examinations and other international assessments over the last few years, and will then describe the class of 2021 and its unique profile and then proceed to analyse the performance of the Class of 2021 in comparison to previous years.





## 2. PROGRESS IN THE SECTOR

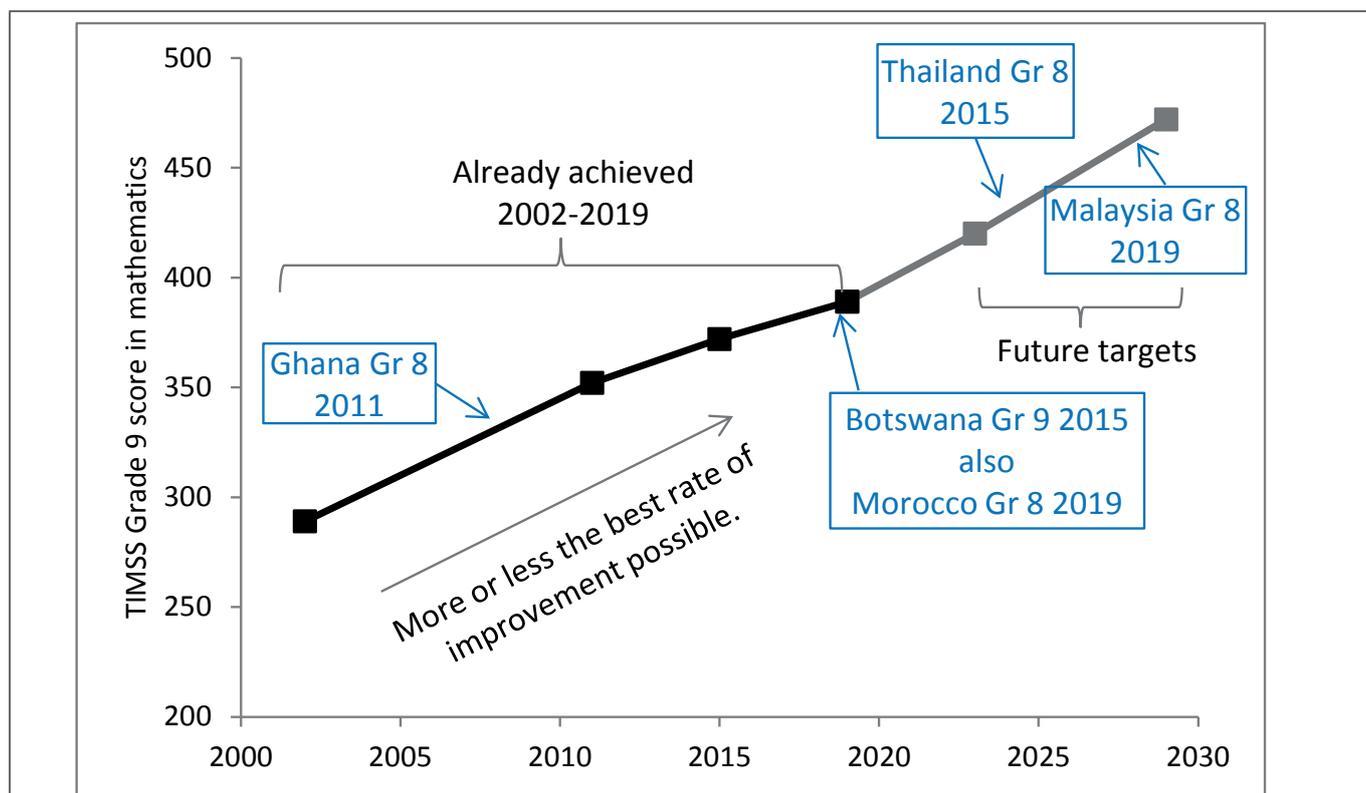


## 2. PROGRESS IN THE SECTOR

At the heart of development in the schooling sector must obviously be what learners learn. This is made clear in the National Development Plan (NDP) and the Sustainable Development Goals. It continues to be of great significance for South Africa's development that learning outcomes, according to reliable standardised testing programmes, have improved for many years. But equally, the devastating effects of the COVID-19 pandemic on teaching and learning routines at school since March 2020 are a cause for great concern. The trajectory of improvement has undoubtedly been interrupted by the pandemic, and a high priority of government currently is to resume regular schooling and regular face-to-face contact, for all learners as soon as possible.

The following graph outlines achievements up to 2019 and what government targets envisage for the future, in terms of the **TIMSS' Grade 9 mathematics tests**. When ambitious TIMSS targets extending to 2025 in *Action Plan to 2014* were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached almost exactly Botswana's 2015 level of performance (Botswana also tests Grade 9, but did not participate in TIMSS 2019). Assuming that past improvement trends continue, South Africa is set to reach, by around 2025, a level of performance seen in Grade 8 in Thailand in 2015, and would surpass Malaysia's 2019 level by 2030. But these further improvements are of course not guaranteed, especially in the context of the COVID-19 pandemic. However, sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targets.

**Figure 2.1: Past and envisaged educational quality trend for South Africa**



Sources: Points indicated in the graph, South African and other, are from official TIMSS reports, with one exception, namely the 2002 Grade 9 figure for South Africa, which are from South Africa's own 2011 TIMSS report.

Note: All the South Africa points refer to Grade 9. The 2002 Grade 8 average was 264, 21 points below the Grade 9 average for the same year, but this Grade 8 figure is not reflected in the graph. The 2023 target of 420 is from the 2019 to 2024 MTSF five-year plan. The 2029 target of 472 appears in Action Plan to 2019.

TIMSS science results reveal similar patterns to TIMSS mathematics. As shown in the Department of Basic Education's *Action Plan to 2024*, South Africa's TIMSS **gains have been strongest among the most disadvantaged learners**, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators. Even Grade 12 learners writing the examinations during the pandemic would have benefitted from improvements in the earlier grades occurring before 2020.

Improvements in Grade 12 in the long run depend on what happens at the primary level now. **SACMEQ<sup>2</sup> and PIRLS<sup>3</sup> results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to past improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS mathematics improvements in Grade 9 for 2002 to 2019 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SACMEQ, came to a similar 0.06 standard deviations a year. The figure for PIRLS Grade 4 reading, following a PIRLS correction detailed in *Action Plan to 2024*, for the period 2006 to 2016, is 0.07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 mathematics trend** displayed no improvement. This is the most recent trend available from the international programmes at the primary level. This is concerning and cannot be attributed to the pandemic, which began only in 2020. The reasons behind this absence of progress are being investigated by the DBE.

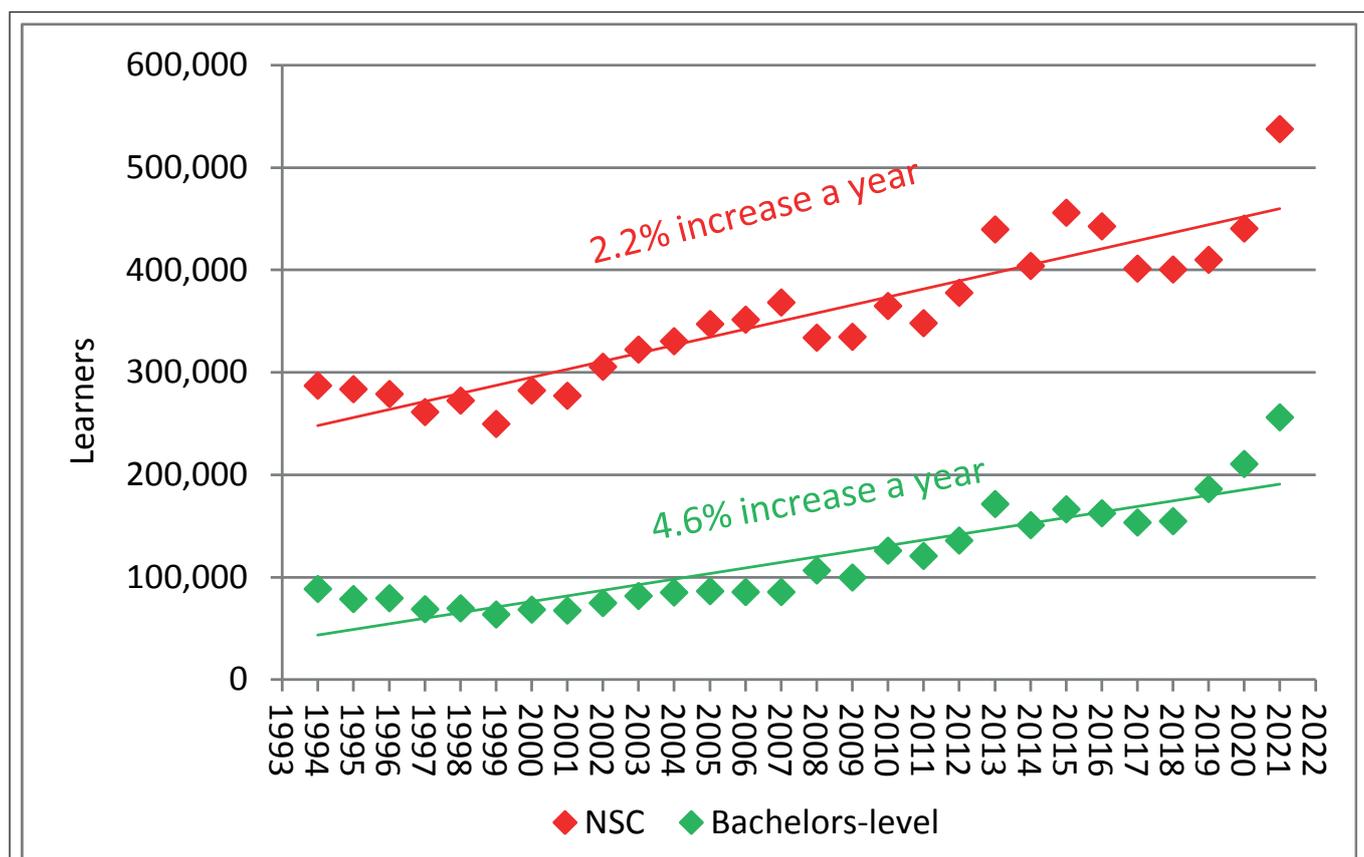
Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 2.2 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. For example, in 2019 65% of these learners obtained the Diploma-level pass. This permitted an additional 145 000 learners from the class of 2019 to study for a Diploma at a university. Overall then, **81% of those who obtained the NSC as full-time students in 2019 have qualified to study at a university**. The figures for 2020 and 2021 were 82% and 81%.

Both indicators shown in Figure 2.2 have displayed a general upward trend for the last twenty or so years. The increase in Bachelors-level passes, at 4,6% a year, has been the strongest. Youths qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994, to around 200 000 in recent years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

2 Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).

3 Progress in International Reading Literacy Study.

Figure 2.2: NSC and Bachelors-level increases since 1994



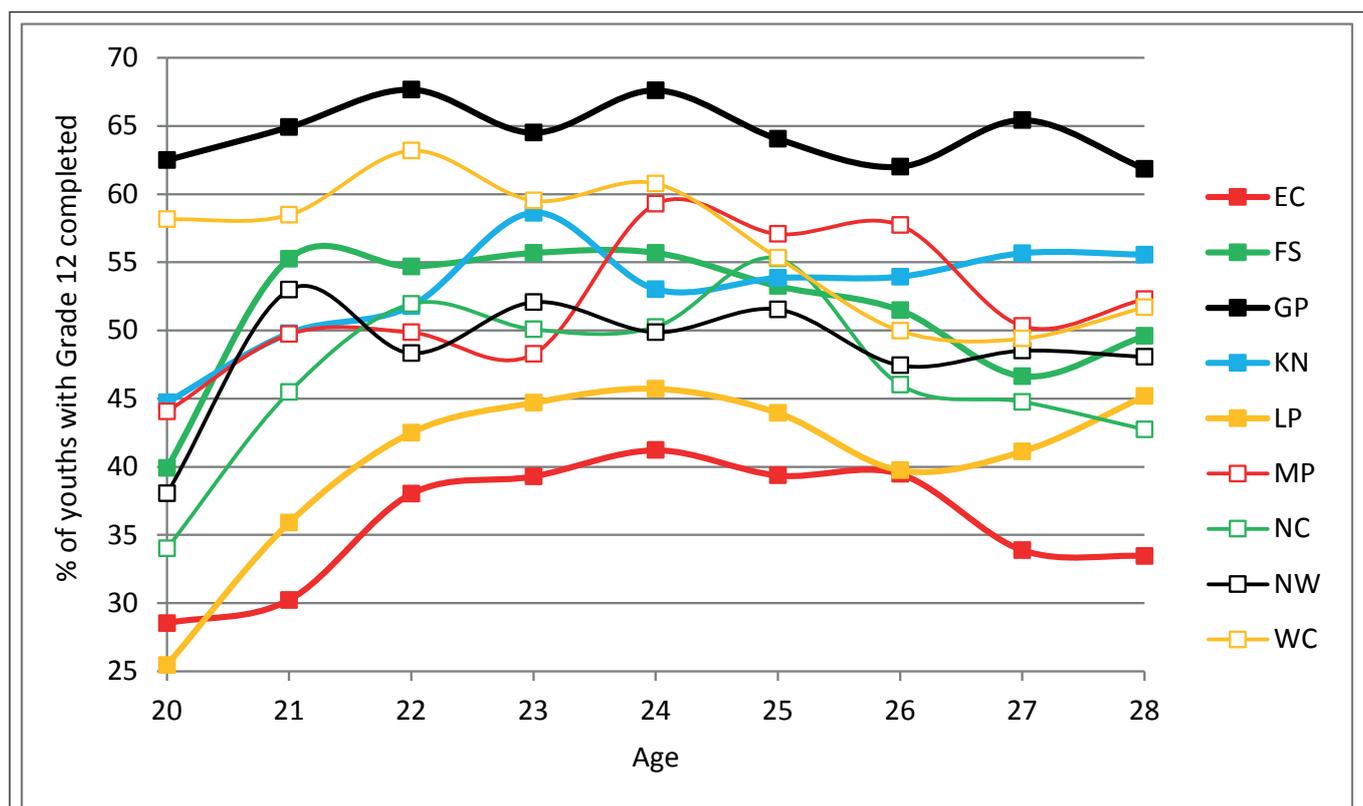
Note: Prior to 2008, a Bachelors-level pass was referred to as a Matriculation Exemption. Values reflect only results of full-time candidates.

Figure 2.2 under-states the progress made by reflecting just qualifications received by full-time examination candidates after the year-end examinations. In addition, a further 30 000 'Matrics' have been obtained annually in the public system in recent years through other avenues which have become increasingly available, including part-time studies, and improvements of past results through supplementary examinations. Among the 30 000 are some approximately 6 000 recipients of the Amended Senior Certificate, which carries exactly the same status as the NSC in the National Qualifications Framework.

Stats SA data collected from households confirm the rise in the number of youths obtaining the NSC. Specifically, the percentage of youths successfully completing Grade 12 has increased from about 45% in 2005, to around 57% in 2019 (very similar statistics are obtained from the National Income Dynamics Study [NIDS] data of the Department of Planning, Monitoring and Evaluation [DPME]).

Figure 2.3 breaks Grade 12 (or Matric) attainment down by province. These patterns offer important contextual information for understanding the NSC pass rate. For instance, KwaZulu-Natal, which has historically not performed well in terms of the pass rate (NSCs divided by examination takers), does in fact do relatively well in terms of ensuring that a high proportion of youths obtain the NSC. In the case of KwaZulu-Natal, the relatively low pass rate is due to this province's tendency to curb dropping out below Grade 12 and to ensure that a relatively high proportion of youths get to participate in the Grade 12 examination – this inflates the denominator in the pass rate.

Figure 2.3: Grade 12 attainment by province according to household data



Source: Stats SA's General Household Survey. The mean statistics across the three values for 2017, 2018 and 2019 are represented.

The fact that just under a half of youths do not obtain the NSC, and thus leave the schooling system without a formal qualification with which to navigate post-school education and the labour market, is a concern that is often raised. Successful completion of Grade 12 must continue to increase, but it should also be remembered that **South Africa's secondary school completion is not unusual among developing countries**. According to UNESCO, the upper secondary education completion rate for South Africa has been equal to that of middle income countries in general in recent years. To illustrate, it is currently slightly above those of Tunisia, Egypt and Uruguay, but a bit below that of Indonesia.

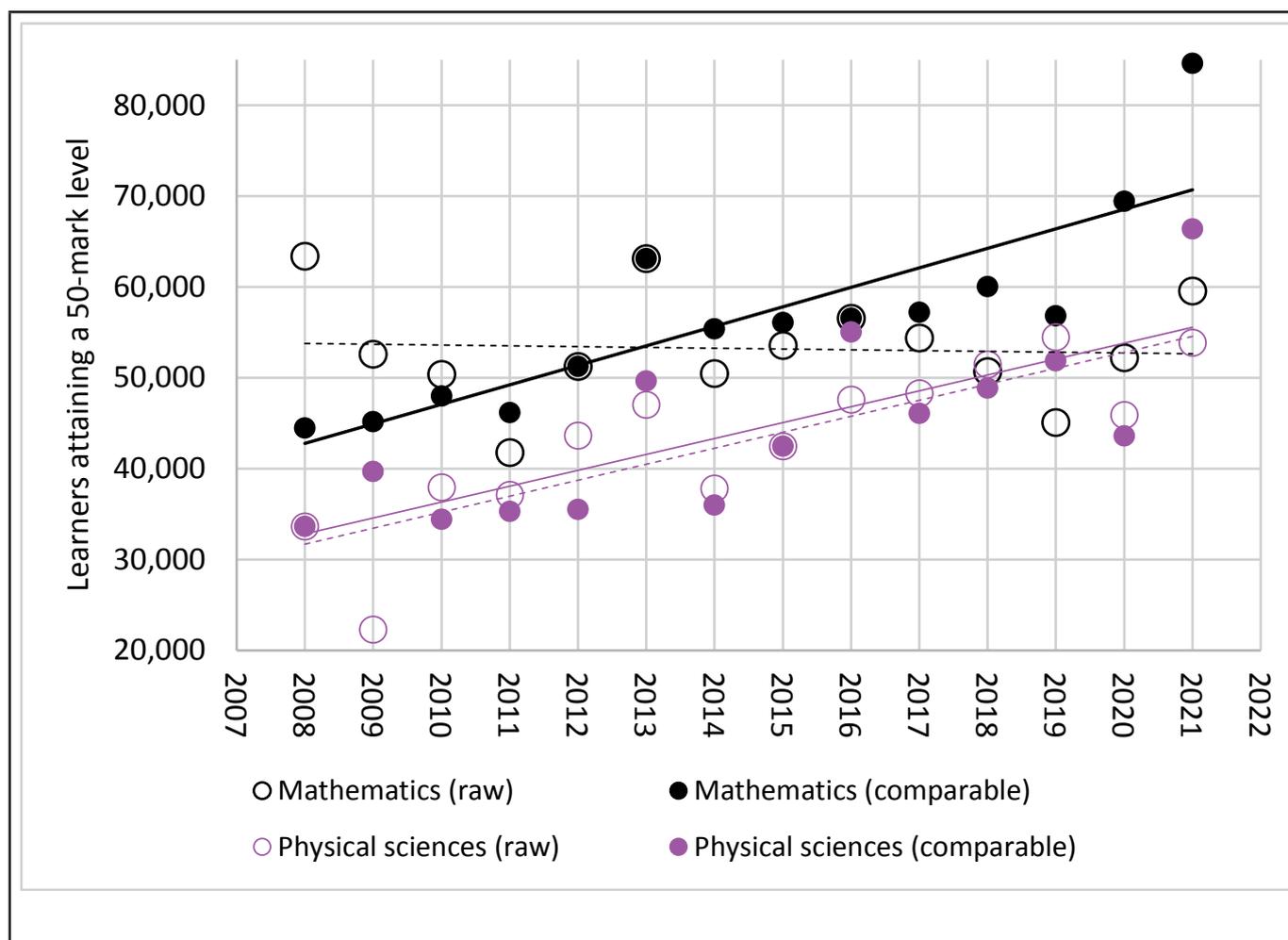
Given the special importance of **building skills needed for mathematically-oriented and scientific professions**, DPME has set national targets for the number of learners achieving marks in mathematics and physical sciences required by university faculties such as engineering, commerce and medicine. Previously, DPME's targets focussed on achieving a 50% mark in the two subjects. In the 2019 to 2024 Medium Term Strategic Framework (MTSF), the country's five-year plan released in 2020, the threshold was raised to 60%. The thresholds 50%, 60% and 70% are all important as they are all used by the university sector, depending on the institution and faculty concerned.

These **indicators have been complex to track**, as even with Umalusi's standardisation process, it is clear that the difficulty of reaching specific mark thresholds changes slightly over the years, in particular in mathematics in the years following 2008 (this was the year when the National Senior Certificate replaced the Senior Certificate). By using, as a benchmark, a set of high-performing and stable schools, it has been possible to produce a more comparable set of statistics. 'Raw' and comparable indicator values, using a 50% mark threshold, as in past NSC reports, are illustrated in Figure 2.4 below. The recalibration makes very little difference to the overall physical science trend, but it does influence the mathematics trend. It moreover brings the trends for the two subjects roughly in line with each other, which is what one would expect, given that they complement each other academically. The trends seen in the graph under-estimate progress as they assume the high-performing benchmark schools have seen no progress, though TIMSS data indicate that even high-performing schools have seen improvements. In short, the skills displayed by

Grade 12 mathematics learners have improved over time, as one would expect given the gains seen in Grade 9 according to TIMSS.

The school disruptions caused by **the COVID-19 pandemic** have clearly affected performance in the Grade 12 examinations, and relative performance across subjects. Subjects which rely to a high degree on contact teaching, and perhaps the use of equipment in the classroom, would have suffered most. Subjects which lend themselves to more independent studying by learners would have fared better. The Grade 12 class of 2021 would have experienced particularly serious disruptions during the 2020 school year, while they were in Grade 11. While the 2020 Grade 12 results pointed to relatively poor performance in physical science, a subject relying considerably on classroom and laboratory work, the 2021 results point to a relationship between physical science and mathematics which is more or less in line with historical trends.

**Figure 2.4: Grade 12 mathematics and physical science**



Source: Data on the results of full-time examination candidates in the year-end examinations (before supplementary examinations).

Note: Solid lines are trendlines for the comparable statistics, while dotted lines are trendlines for the 'raw' statistics.

Table 2.1 below provides statistics on **how many learners reached the 60% threshold**, now used by the MTSF, in the two subjects. Each year's value reflects the situation for full-time candidates only before any supplementary examinations, in order to make values comparable to the 2021 values. The trends here are similar to those for 'raw' in Figure 2.4 (where a 50% mark threshold is used). The Table 2.1 figures are *not* adjusted in the manner of the 'comparable' statistics in Figure 2.4. As shown above, the 2017 to 2019 trend for mathematics, at face value according to Table 2.1, is largely influenced by increasingly difficult papers. Table 2.1 provides

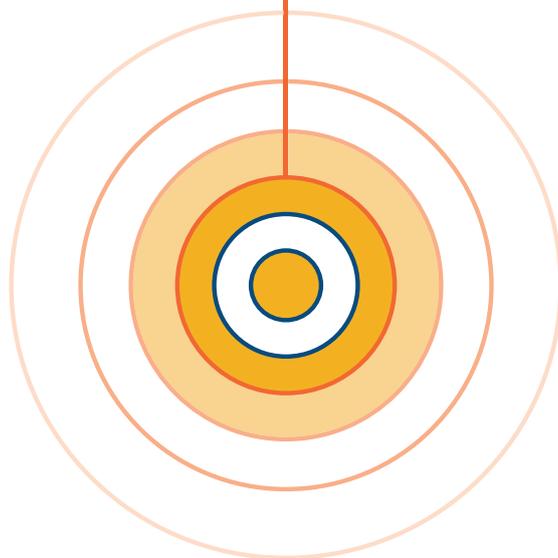
further evidence that learners have struggled with physical science, to a greater degree than mathematics, after 2019, in other words during the pandemic. The number of learners achieving 60% in mathematics in 2021 was the highest in the last five years. The same cannot be said of physical science, however.

**Table 2.1: Full-time candidates with 60% or more in the year-end examinations**

	Mathematics	Physical sciences
2017	32 071	29 208
2018	28 152	30 369
2019	23 796	32 572
2020	30 882	26 641
2021	34 451	30 398

Improvements in the quality of schooling are a large part of the reason why **more youths are 'surviving' school to a higher grade** and obtaining the NSC. An analysis of Grade 11 completion along the lines of Figure 2.3 reveals that nationally completion of this grade improved from 61% in 2007 to 73% in 2019. The corresponding figures for Grade 10 are 73% and 84%. This trend has occurred without a noticeable increase in the average age of learners. For instance, the average age of Grade 12 full-time examination candidates, on 1 January of their Grade 12 year, has remained stable at around 18,1 years since at least 2008. It will be important to update these statistics once data from the 2020 General Household Survey, which was delayed by the pandemic, becomes available.

Despite the difficulties created by the pandemic, the evidence points to progress in the basic education sector in the area that matters most, namely learning outcomes, over the last couple of decades. It is important to understand as best as possible what drove this progress, as this needs to inform the way forward. It is impossible to attribute the improvements in any scientific way to specific interventions and social trends. However, new policies, and successes in implementing these policies, provide an indication of the likely drivers of change. *Action Plan to 2024* focusses on **five likely factors behind the improvements**: (1) the CAPS tools designed to facilitate the implementation of the curriculum in the classroom; (2) better access among learners to high-quality books, such as the national workbooks; (3) more focussed assessment practices; (4) improved subject knowledge among newly graduated teachers; and (5) increasing access to both Grade R and pre-school below Grade R.



### 3.

# THE NATIONAL SENIOR CERTIFICATE QUALIFICATION



### 3. THE NATIONAL SENIOR CERTIFICATE QUALIFICATION

The National Senior Certificate (NSC) is a level 4 qualification on the General and Further Education and Training Qualifications Sub-framework. The NSC is registered as a qualification with a minimum of 130 credits. The qualification is registered as a whole qualification, as it is not based on unit standards. The outcomes of the qualification are further defined in the National Curriculum Statement (NCS) Grades R-12.

#### 3.1. The Purpose of the Qualification

The NSC is awarded as the final exit qualification at the end of Further Education and Training (FET). The purpose of the NSC qualification is to prepare learners for entry to higher education institutions and the world of work. It also aims to ensure that children acquire and apply knowledge, skills, attitudes and values in ways that are meaningful to their own lives.

The NSC qualification has the following objectives:

- (a) To equip all candidates, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country.
- (b) To provide access to higher education.
- (c) To facilitate the transition of learners from education institutions to the workplace.
- (d) To provide employers with a sufficient profile of a learner's competence and skills.

#### 3.2. The Structure of the Qualification

The NSC qualification offers a differentiated curriculum that comprises subjects that enable learners who exit the system to follow either an academic or a technical pathway. The approved NSC qualification subjects are grouped into two main categories, namely Group A and Group B, and are listed in the following policy documents: *National Policy pertaining to the Programme and Promotion Requirements Grades R-12*; and *Regulations Pertaining to the National Curriculum Statement Grades R-12*.

**Table 3.1: Nationally approved subjects listed in terms of the organising field of learning of the National Qualifications Framework**

No.	Organising fields of learning	Subjects
1.	Agriculture and Nature Conservation	Agricultural Management Practices; Agricultural Sciences; Agricultural Technology
2.	Culture and Arts	Dance Studies; Design; Dramatic Arts; Music; Visual Arts
3.	Business, Commerce and Management Studies	Accounting; Business Studies; Economics
4.	Communication Studies and Languages	All official languages and all approved non-official languages
5.	Education, Training and Development	

No.	Organising fields of learning	Subjects
6.	Manufacturing, Engineering and Technology	Civil Technology (Construction); Civil Technology (Woodworking); Civil Technology (Civil Services); Electrical Technology (Power Systems); Electrical Technology (Electronics); Electrical Technology (Digital Systems); Mechanical Technology (Automotive); Mechanical Technology (Fitting and Machining); Mechanical Technology (Welding and Metalwork)
7.	Human and Social Studies	Religion Studies; Geography; History; Life Orientation
8.	Law, Military Science and Security	
9.	Health Sciences and Social Services	
10.	Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology; Information Technology; Life Sciences; Marine Sciences; Mathematical Literacy; Mathematics; Technical Mathematics; Physical Sciences, Technical Sciences
11.	Services	Consumer Studies; Hospitality Studies; Tourism
12.	Physical Planning and Construction	

The duration of the NSC learning programme is one year. Grade 10 and 11 are the preparatory years and the programme culminate in the NSC qualification at the end of Grade 12.

### 3.3. The Requirements of the Qualification.

An NSC is issued to a candidate who has complied with the programme and promotion requirements, as contemplated in the applicable legislative framework. In order to obtain a NSC, a learner must comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12, as contemplated in the *National Protocol for Assessment*, the *National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (NPPPR)*, and the *Curriculum and Assessment Policy Statement (CAPS)* documents of the various approved subjects.

The NSC with endorsement for learners who experience barriers to learning is issued to a candidate who has complied with the programme and promotion requirements of a National Senior Certificate with endorsement, as contemplated in the above-mentioned policies.

A minimum of seven subjects are required for successful completion of the qualification. The weighting of the seven subjects varies, with six subjects with 20 credits each and one subject with 10 credits.

**Table 3.2: Allocation of Credits**

Subject	Credits
Language 1 (Home Language)	20
Language 2 (First Additional Language)	20
Mathematics, Technical Mathematics and Mathematical Literacy	20
Life Orientation	10
<u>Group B</u> subjects (3 x 4 hours)	3 x 20 = 60
<b>Total</b>	<b>130</b>

Provisos for the NSC are stipulated in the NCS regulations and policies. The provisos are mainly on conditions regarding selection of subjects and can be accessed from the NPPPR policy document and the regulations pertaining to the National Curriculum Statement Grades R-12. Furthermore, the NSC qualification provides concessions for immigrant candidates and learners who experience barriers to learning. These concessions can be accessed in the above-mentioned NCS policy documents.

The NSC differentiates achievement into the following categories based on performance in specified subjects.

**Table 3.3: Categories of NSC passes**

Pass requirements (pass at least 6 subjects)	NSC with admission requirements to:		
	<b>Higher Certificate</b> (pass at least 6 subjects)	<b>Diploma</b> (pass at least 6 subjects)	<b>Bachelor's</b> (pass at least 6 subjects)
Achieved 40% in 3 subjects, one of which is an official language at Home Language (HL) level.  Achieved 30% in 3 subjects provided SBA component is submitted for the failed subject.	Achieved 40% in Home Language.  Achieved at least 40% in two other subjects.  Achieved at least 30% in 3 subjects including the Language of Learning and teaching.	Achieved 40% in 4 subjects, one of which is official language at HL level/excluding LO.  Achieved at least 30% for two other subjects including Language of Learning and teaching.	Achieved 50% in 4 subjects, excluding Life Orientation.  Achieved at least 40% for Home Language.  Achieved 30% in the language of learning and teaching
Condonation of a maximum of one subject is applied if a learner requires a maximum of an additional 2% to obtain a pass at either 30% or 40% provided the condonation allows the candidate to Obtain the NSC qualification			

Seven levels of competence have been described for each subject in the National Protocol for Assessment and the CAPS documents for the subjects listed in the National Curriculum Statement Grades R–12. The various achievement levels and their corresponding percentage bands are shown in the table below.

**Table 3.4: Scale of Achievement for the National Curriculum Statement Grades 10 - 12**

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

These descriptions are intended to assist teachers and examiners to assess learners and grade them at the correct level.

### 3.4. Curriculum Changes implemented in 2021

The Class of 2021 is the fourth cohort to offer a series of new subjects in the Grade 12 NSC examinations. These include South African Sign Language at Home Language level (SASL HL), Technical Mathematics, Technical Sciences, Civil Technology (Construction/Civil Services/Woodworking), Electrical Technology (Digital Systems/Electronics/Power Systems) and Mechanical Technology (Automotive/Fitting and Machining/Welding and Metalwork). These learners are therefore the beneficiaries of the educational transformation that heralds the move towards a technologically enhanced curriculum.

The Class of 2021 is also the first cohort to sit for the newly introduced Marine Sciences and the second cohort to sit for two question papers in Accounting and Business Studies.

The *NPPPR Grades R-12 and Regulations Pertaining to the National Curriculum Statement Grades R-12* were amended to repeal Life Sciences and Physical Sciences as proviso for offering Sport and Exercise Science. The amendments were published in Gazette No. 44173 of 5 February 2021. The class of 2021 was the first cohort to benefit from this dispensation.

In order to manage the reduced teaching and learning time due to COVID-19, the 2021 cohort was subject to a trimmed curriculum, including revised assessment requirements, that excluded content covered by previous Grade 11 cohorts. As part of the recovery programme, foundational content not covered in Grade 11 in 2020, had to be included in the 2021 Annual Teaching Plans (ATPs), despite the reduced time available for teaching and learning in 2021. Additionally, since they were not exposed to formal, full-scale mid- and end-of-year examinations in Grade 11, nor midyear examinations in Grade 12, they did not have the same examination fitness and exposure that previous cohorts had.

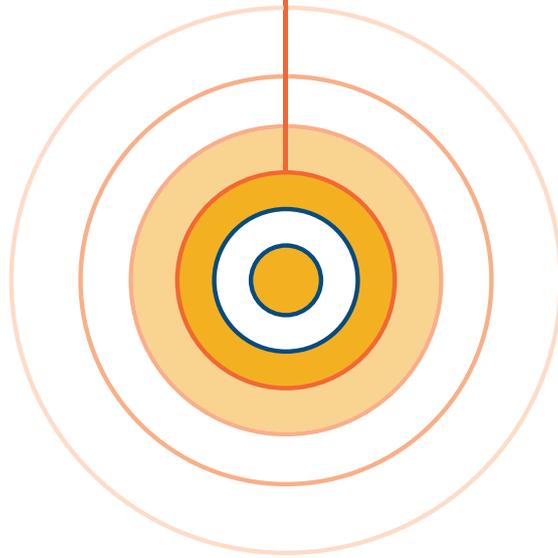
The School-Based Assessment (SBA) regime was amended to support the curriculum recovery strategy. The revision of the programme of assessment necessitated a review of the weightings in most subjects. SBA which previously carried a weighting of 25% in the FET band was increased to 60% and examinations which carried a weighting of 75%, was reduced to 40%.

The 2021 cohort was the first to be subjected to a revised Section 4 of the Curriculum and Assessment Policy Statement (CAPS). The implementation of the amended Abridged Section 4 CAPS in the Further Education and Training (FET) phase brought about changes in selected subjects and question papers for the November 2021 examinations. The Examination Guidelines in all subjects were revised in line with the Abridged CAPS changes. These changes were mainly in the format/structure, shifting of topics between papers and some were about the duration of the papers. Below is a list of subjects with key changes:

- (a) In Geography, the final examinations now consists two question papers, 150 marks per question paper. The duration of each paper is 3 hours. Both question papers consist of map work. All diagrams which were previously provided as a separate annexure are now included in the question papers.
- (b) In Life Sciences, the chapter on Human Impact (2, 5 weeks) does not form part of the Grade 12 syllabus. The essay of 20 marks in Section C has been removed. These marks have been distributed in Sections A and Section B. Meiosis that was previously tested in both papers, is now exclusively tested in Paper 2.
- (c) In Religion Studies, the Grade 10 and 11 content that was previously assessed in Grade 12 has been reduced. The revised Examination Guidelines now specify only three minor topics from Grades 10 and 11 that may be assessed in Grade 12.
- (d) A third (3rd) paper was introduced for the Second Additional Languages (SALs).
- (e) The duration of Paper 3 in the Home Languages was changed from 2,5 (2½) hours to 3 hours.
- (f) Given the changes in format, the mark allocation and duration of Second Additional Language papers have also changed.
- (g) A Practical Assessment Task (PAT) component was introduced in Technical Mathematics.

Below are the subjects with minor changes, mainly pertaining to the duration of the papers:

- (a) Technical Sciences Paper 2 previously totalled 150 marks and the duration of the paper was 3 hours; this has been reduced to 75 marks with a duration of 1,5 (1½) hours.
- (b) In Dance Studies, the total marks were previously 100. This has been changed to 150 marks, converted to 100.



# 4.

## THE CLASS OF 2021



## 4. THE CLASS OF 2021

### 4.1 Profile of the 2021 NSC Class

The Class of 2021 entered the formal schooling system in Grade 1 in January 2010. The Class of 2021 have had the advantage of being the eighth cohort to be exposed to the Curriculum Assessment Policy Statement (CAPS).

There is a significant increase in the number of full-time enrolments in 2021. The number of full-time enrolments increased from **607 226** in 2020 to **733 198** in 2021. This is a difference of **125 972** candidates and this allays the concern that there would have been a significant dropout of learners in 2020 and 2021, given the Covid-19 pandemic. There has also been a significant increase in the number of part-time learners from **117 808** in 2020 to **163 965** in 2021 (an increase of **46 160**). This could be attributed to a large number of part-time candidates that would have registered for both the November 2020 and June 2021 examinations and given the Covid-19 lockdown were not fully prepared for the examination and hence decided to register for the subsequent October/November examinations.

This cohort is also the beneficiaries of the policy on progression which states that a candidate should not spend more than four years in a phase. Hence, if a candidate fails either Grade 10 or Grade 11 for the second time, and has passed four of the seven subjects, inclusive of the Language of Learning and Teaching (LoLT), attended school on a regular basis and has complied with School-based Assessment (SBA) requirements in all subjects, such a candidate can be progressed to Grade 12.

### 4.2 Scope and Size of the October/November 2021 NSC Examinations

Table 1 below indicates the number of candidates that enrolled to sit for the November 2021 NSC Grade 12 NSC Examinations per province.

**Table 1: Number of candidates enrolled for the NSC examinations per province in 2021**

Province	NSC Nov Full-time	NSC Nov Part-time	Total
Eastern Cape	95 841	18 334	114 175
Free State	36 405	7 976	44 381
Gauteng	132 856	42 887	175 743
KwaZulu-Natal	177 331	24 677	202 008
Limpopo	106 581	36 044	142 625
Mpumalanga	69 222	10 985	80 207
North West	42 152	5 352	47 504
Northern Cape	12 987	3 512	16 499
Western Cape	59 823	14 198	74 021
National	733 198	163 965	897 163

The increase in the number of full-time and part-time candidates, is observed across PEDs, with the highest increase in the Kwa-Zulu Natal province.

## 4.3 Key Learner Support and Interventions for the Class of 2021

The unique learning context of this class necessitated a robust, targeted and differentiated learner support programme for this cohort. The sector increased not only the learner beneficiaries and scope of the interventions but also the number and type of interventions offered to this class. The provincial education departments offered differentiated and targeted support programmes to the various categories of learners, based on the identified needs using a variety of modalities and approaches. The differentiated approach ensures that higher dosages of support were provided to learners that need it most.

While the design and purpose of academic-support programmes may vary widely from province to province, district to district and even school to school, the following are representative examples of common forms of learner support offered provided to the Class of 2021:

- Classroom-based strategies: Teachers continually monitor student performance and learning needs, and then adjust what they teach or how they teach, to improve and strengthen the process of learning.
- School-based strategies: Schools create learning support opportunities during the school day, such as learning labs, to increase the instructional time that academically struggling learners receive, while also varying the method of instruction. For example, if learners primarily learn in large or small groups that all work at the same pace, learners in a support programme might work one-on-one with a teacher and be given more time to practise skills or learn complex concepts.
- After-hours strategies: Schools provide after-school or before-school programmes, usually within the school building, to provide learners with additional teaching or mentoring, or to help with preparation for classes, or to acquire study skills.
- Extramural school strategies: Corporate, community and volunteer-based learning programmes and organisations often work with schools to provide a variety of complementary programmes that enrich the learning process.
- Provincially-driven strategies are traditionally large-scale, centrally controlled interventions, either at provincial or district level. The focus of these classes vary, based on the needs of the targeted population. These additional learning opportunities are provided during vacation classes in autumn, winter and spring.
- Technology-assisted strategies: Provinces are using digital and online learning applications on an increasing scale, including video lessons such as IBP, Telematics lessons, Edu-kite, and television broadcasts such as the WOZA Matrics campaign to help learners grasp difficult concepts. These options may be self-directed by learners or overseen by teachers. They may be provided during the school day or learners may be allowed to work at home at their own pace. With the advent of Covid-19, the offering of online and offline e-support increased exponentially.

The largest learner support programme was offered during vacations and Saturday/afternoon and morning classes, initiated from the early part of the year. To regain some of the learning losses experienced in 2020, provinces implemented vacation classes during the autumn, winter and spring vacations, as a form of intervention to support the Class of 2021. Provinces used the vacation classes to consolidate the work covered in a specific term, to address challenging content and to support progressed learners at risk, moderate and top-performing learners. The modalities of implementing vacation classes differed from province to province based on context and best practices that ensured learners were exposed to high-quality tuition that focused on revision, consolidation of content and reinforcement of examination skills and techniques.

For example, while the autumn vacation schools were historically the smallest in terms of scope and reach prior to 2021, only a few provinces offered a dedicated programme to a selected group of learners, e.g. progressed

learners, but the scope increased significantly in 2021. All provinces offered dedicated programmes and the number of learners targeted and subjects supported increased accordingly. Significantly, the subject offerings during this period also increased. While the scope, target and modality differed from province to province, consistent monitoring confirmed that vacation classes were offered in all provinces.

Through vacation schools, the Class of 2021, on average, received extra tuition during the vacation periods for a combined minimum of 20 days, for at least 6–8 hours per day, in at least 3–4 subjects per learner. By implementing final push support plans in the last quarter of the year, these included dedicated examination and revision classes and camps, learners were “walked/ ushered” into each examination room. In reality, the 2021 support programme for the Class of 2021 only ended on the day prior to the final examination paper being written (6 December). This is the first year that support programmes continued up to the last day, while examinations were in session.

To support at home learning, additional LTSM such as revision guides, study guides, additional worksheets, notes, mock tests and examinations were provided to the class. The remote learning initiatives, in particular online and offline support, expanded and included radio lessons, e-content and resources offered through various modalities. Many schools and districts created dedicated online/virtual classrooms to increase support to learners. These online learning platforms provided support to learners beyond the classroom.

The DBE’s flagship campaign, the WOZA Matrics Campaign expanded by mobilising a national network of partners to provide matric learners with multiple access points to many different digital and non-digital platforms that offer a wealth of learning resources to as many matric learners as possible, particularly in the most under-resourced communities. The 2021 Campaign offered lessons on five different educational TV broadcast channels, namely DBEtv, SABC 1, DStv Catch Up, ShowMax and SABC education and community radio talks shows. The campaign included low tech complimentary options, such as WhatsApp and Telegram chat platforms, manned by tutors and subject advisors to answer subject-related questions. Woza Matrics also offered support via zero-rated mobile apps, such as 2Enable app and a Matric Live app that allows for mock exams.

In particular, intelligent use of data on learner performance, tracking the performance of the cohort over a number of years and quarterly in the final year, significantly focused the 2021 support provided to learners, from generic, broad-based support to needs-based, focused and differentiated support provided to all learners.

## 4.4 Impact of the Covid-19 pandemic on teaching, learning and assessment

The Secretary-General of the United Nations, António Guterres, has described the impact of the pandemic on schooling as a ‘generational catastrophe’. The crisis is indeed widespread and deep. Even with the best interventions, and given the sensitivity of the educational process to disruptions, the pandemic is likely to have measurable effects on the level of education and earnings of adults decades into the future. This is especially so for those who have experienced the greatest disruptions to their schooling during this pandemic.

The pandemic affects schooling, including Grade 12 results, in three main ways: declines in learner attendance; declines in the availability of teachers; and pandemic-related household traumas. These effects, in turn, have impacted negatively on what learners learn.

Attendance has declined due to school closures, the implementation of rotational, or staggered, attendance to promote social distancing, and a worsening of attendance even when learners could attend school. During the 2020 school year, the availability of schooling for learners declined between 59% and 23%, depending largely on the learner’s grade. This was the combined effect of total school closures and rotational arrangements. These effects were less serious in 2021 and final statistics must still be compiled. Yet serious problems remained in 2021. Surveys of samples of schools, and analysis of the attendance data in the SA-SAMS tool used by schools, both point to around a quarter of primary schools still employing rotational attendance in the second half of 2021. Moreover,

attendance when learners could attend schools, which would include all school days in the three-quarters of primary schools not employing rotations, was around 95% in the second half of 2021, against a pre-pandemic level of 97%. This is likely to be related to problems in households, where the pandemic has resulted in serious losses in employment and income.

South Africa appears to have fared relatively well when it comes to managing dropping out during the pandemic. The DBE's comparison of enrolment statistics for the first quarters of 2020 and 2021 points to relatively small declines in enrolment related to the pandemic<sup>1</sup>. In particular, the first-time enrolment of learners in grades R and 1 is around 2,3% lower than expected, possibly because parents are delaying first-time enrolments as a result of health concerns. Enrolments for learners aged 15 and above in fact increased, with Grade 12 enrolments increasing by as much as 20% between 2020 to 2021. The latter would largely be driven by schools wishing to provide learners who had struggled in 2020 with a second opportunity. While this is a positive trend, it would have had the effect of increasing class sizes.

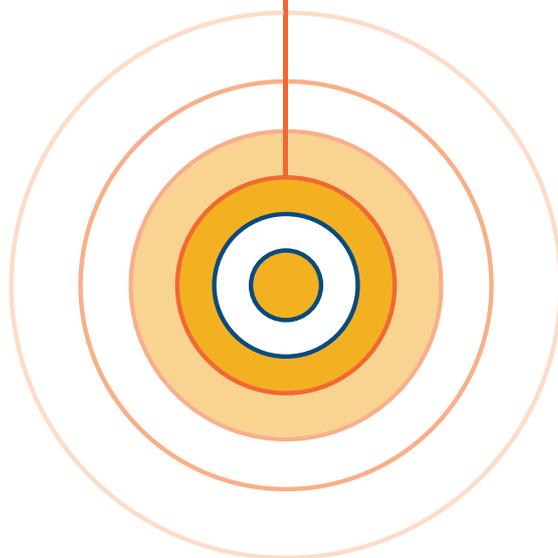
Teacher availability has declined due to policy, applicable only in 2020, which allowed teachers with co-morbidities to work from home, illness among teachers, and pandemic-related teacher deaths. The DBE's tracking of teacher excess deaths during the pandemic points to around 3 000 teachers having lost their lives due to the pandemic. This translates to around one in 130 educators. It has mostly been difficult to replace teachers with new or substitute teachers within a short space of time. This has inevitably affected teaching and learning.

The DBE, like other education authorities around the world, has invested in research to understand the magnitude and nature of learning losses caused by the pandemic. Test data from shortly before the pandemic and test data collected during the pandemic point to learners at the primary level losing around two-thirds of a year's worth of learning in 2020, which is even greater than the loss in contact time. Put differently, learners at the end of the 2020 school year, were around two-thirds of a year behind similar learners before the pandemic<sup>2</sup>.

The pandemic has disrupted assessment practices. Especially in 2020, fewer learner assessments occurred. Moreover, the submission of school-based assessment results via SA-SAMS has declined. This compromises the monitoring of learning outcomes by the provincial and national departments. The situation is gradually improving. Efforts to reverse the learning losses seen during the pandemic have made assessments somewhat more complex, yet more important than ever.



2 Ardington, C., Wills, G. & Kotze, J. (2021). COVID-19 learning losses: Early grade reading in South Africa. *International Journal of Educational Development*, 86. Also Shepherd, D., Mohohlwane, M., Taylor, S. & Kotzé, J. (2021). *Changes in education: A reflection on COVID-19 effects over a year*. Stellenbosch: NIDS-CRAM.



## 5. ADMINISTRATION OF THE NOVEMBER 2021 NSC EXAMINATION



## 5. ADMINISTRATION OF THE NOVEMBER 2021 NSC EXAMINATION

### 5.1 Registration

In terms of examination centre registration, only independent schools that are accredited with Umalusi are allowed to register as examination centres. PEDs also established designated centres to accommodate learners who could have otherwise been stranded due to them being in unaccredited examination centres.

The DBE promotes access for all learners, irrespective of their circumstances, including learners with barriers to learning. Special concessions are allowed to accommodate Learners with Barriers to Learning. Such learners are evaluated and verified by the relevant support structures at the various PEDs and approved by the provincial Head of Education. These candidates are accommodated in that their question papers are adapted according to their special needs. Provisions are made for the candidates who are blind, partially-sighted, deaf, physically impaired, dyslexic, etc. These candidates are also granted extra time per hour to complete their examinations depending on the type and/or severity of the condition. Learners with severe barriers to learning may also qualify to sit for the Endorsed NSC, which comprises a five-subject NSC.

### 5.2 Development of National Question Papers

A total of 162 question papers was set by the DBE for the November 2021 NSC Examinations. This increase from 149 question papers in November 2020 to 162 question papers in November 2021 is attributed to the addition of a third paper in the Second Additional Languages and the introduction of Marine Sciences.

The Covid-19 lockdown in 2021 did not impact significantly on the setting of question papers for the November 2021 examinations, and papers could be finalised in time for the examination

Based on a contractual arrangement with the Independent Examinations Board (IEB), 35 question papers for non-official languages were set by the IEB. Furthermore, the DBE adapted 61 question papers for Braille candidates, 55 question papers for Deaf candidates and 72 question papers were made available in large print. In addition, 63 question papers were made available in an audio version. The adaptation of the question papers for the deaf and for those candidates who use Braille and large prints was done by special examiners, who are mainly subject specialists with proven experience in the education of the blind and deaf, together with the chief examiners or internal moderators from the national panel.

### 5.3 The writing of the examinations

Based on the need for all the PEDs to continue adhering to the Covid-19 health protocols during the conduct of the 2021 examinations, the DBE reviewed and published the *Protocol on the Writing of Public Examinations at Schools and other Designated Examination Centres in Compliance with the Covid-19 Requirements*.

In addition to protecting both staff and candidates against the transmission of Covid-19 during the conduct of the examinations, the *Protocol* also provides guidance to Chief Invigilators on how to handle cases of candidates displaying Covid-19 symptoms as well as those that have tested positive for Covid-19. Each examination centre is required to establish an isolation room for use by candidates who either display Covid-19 symptoms or have tested positive for Covid-19 during writing. Thus no candidate would be denied the opportunity to sit for the examinations due to his or her Covid-19 status. On the other hand, all invigilators who either displayed Covid-19 symptoms or

tested positive for Covid-19 during the examinations were relieved of their duties as invigilators and were required to quarantine for a period not less than ten days as per the protocol.

Furthermore, the protocol requires that each examination centre to appoint a Covid-19 Compliance Officer, whose responsibilities, among others, would be to ensure that all candidates and visitors were screened, on a daily basis, upon arrival at the centre and that their temperature readings were taken. Visitors who displayed Covid-19 symptoms and/or had temperature readings above 38 °C were not allowed into the examination centre. However, candidates who displayed Covid-19 symptoms and/or had temperature readings above 38 °C were allowed access into the examination centre but they were accommodated at designated isolation rooms for the purpose of sitting for the examinations.

PEDs adopted various training methods for invigilators in preparation for the sitting of the November 2021 Grade 12 NSC Examinations due to the impact of the Covid-19 pandemic. With the lock-down alert level relaxed to level 2 during most of quarter 4, most PEDs used the face-to-face approach during the training of both chief invigilators and invigilators.

Examination centres were audited by PEDs and categorised according to their risk profiles based on previous irregularities and the outcomes of the audits. All schools/centres with a previous history of irregularities were classified as high-risk centres and the administration of the examinations at such centres was taken over by provincial officials or district officials. All independent centres were also audited by the PEDs and, in cases where the integrity of the examination was questionable, a resident monitor was placed at that centre or, alternatively, the administration of examinations at the centre was taken over by the provincial or district officials. Medium-risk centres were assigned a roving monitor who covered a group of centres.

## 5.4 Marking

The marking of the November 2021 Grade 12 NSC Examinations commenced on Wednesday 8 December 2021 and concluded on Wednesday, 23 December 2021. A total of **49 437** markers were appointed to mark the **11 812 838** scripts at 191 marking centres across the nine provinces.

The DBE is committed to ensuring that the credibility, national standard and quality of marking are constant across all key processes relating to examinations, as this high-stakes examination and its outcomes impact on the economic and social mobility of candidates and their future.

The Department of Basic Education placed the integrity, reliability and credibility of the marking at the centre of all preparations and planning at provincial and national levels. The following key processes were monitored at regular intervals and relevant national support and assistance was provided to the PEDs:

- The recruitment and appointment of adequate, appropriately qualified and experienced markers;
- National Marking Standardisation Meetings (MSMs) to standardise and approve the marking guidelines and rigorous training on the finalised marking guidelines that included marking of dummy scripts to authorise the markers. This was done at national level and replicated at provincial level;
- Review, update and implementation of the *Protocol for the Marking of the NSC Examinations in compliance with the COVID-19 requirements*; and
- Compliance with internal and external quality assurance processes through implementation of the tolerance ranges, standardised internal moderation systems and processes that had to be in place in place through the hierarchical organisation of marking and the quality assurance of marking through onsite moderation in selected subjects.

It was found that the recommended markers had been appointed based on the criteria articulated in the Personnel Administrative Measures (PAM). Some PEDs had included learner performance as an additional selection criterion and the performance of markers in the previous marking session – as marker assessment, or even competency tests are used. PEDs were also instructed to appoint adequate Afrikaans markers required in non-language subjects.

## 5.4.1 Marking Standardisation Meetings

The national Marking Standardisation Meetings (MSMs) were convened at the DBE from 27 October 2021 to 9 December 2021 where the marking guidelines were discussed by chief markers, internal moderators, setting panel and DBE moderators, to arrive at a common standard. A total of 162 marking guidelines were standardised in this process. The Marking Standardisation Meetings were implemented using either meetings that were completely virtual or meetings that were in the main virtual, but where the examining panels and the Umalusi moderators convened physically at the DBE.

## 5.4.2 Marking process

A total of 680 Chief Markers, 667 Internal Moderators, 1 462 Deputy Chief Markers, 7 739 Senior Markers and 38 889 Markers (total 49 437 marking staff) were appointed by PEDs for the marking of the November 2021 Grade 12 NSC examinations. The table below indicates the number of marking centres and marking officials per province for the November 2021 Examination Marking process:

**Table 5.4.1: Number of Marking centres and marking Personnel per province**

	DBE	EC	FS	GP	KZN	LP	MP	NW	NC	WC	TOTAL
<b>Marking Centres</b>	1	24	23	31	31	25	21	5	19	11	<b>191</b>
<b>Markers</b>	105	4 247	1 973	8 481	7 053	7 047	3 703	2 590	788	2 902	<b>38 889</b>
<b>SMs</b>	19	829	399	1 777	1 411	1 381	732	509	165	517	<b>7 739</b>
<b>DCMs</b>	2	151	67	363	282	255	133	82	22	105	<b>1 462</b>
<b>CMs</b>	14	53	76	112	66	73	73	67	81	65	<b>680</b>
<b>IMs</b>	14	53	70	112	86	51	72	67	81	61	<b>667</b>
<b>TOTAL</b>	154	5 333	2 585	10 845	8 898	8 807	4 713	3 315	1 137	3 650	<b>49 437</b>

### 5.4.4. Marking Approach

The per question marking approach was followed strictly. For every five markers, one Senior Marker was appointed (1:5 SM:M). Every five to seven Senior Markers were moderated and controlled by one Deputy Chief Marker. The Chief Marker took overall responsibility for the marking of a specific question paper. The Internal Moderator appointed by the PED took overall responsibility for the standard of the marking. The marking of scripts for blind and deaf candidates was centralised in Gauteng (5 PEDs) and the Western Cape (4 PEDs) to ensure consistency in the marking which is achieved by making sure that only practitioners in this field are allowed to mark these scripts. Moderation and quality assurance was conducted by DBE and Umalusi.

## 5.4.5 Centralised Marking

Since 2014 the centralised marking approach has been implemented in certain subjects in which the low enrolment in some PEDs does not justify the appointment of the different levels of moderators for quality assurance. Centralised marking allowed the DBE to harness the pool of subject and marking expertise and capacity from provinces to conduct reliable and valid marking of the selected small enrolment subjects.

Subjects marked in Pretoria included the following: Agricultural Management Practices, Agricultural Technology, Dance Studies, Music Papers 1 and 2, Sepedi First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3, First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3, IsiNdebele First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3, Tshivenda First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3, Xitsonga First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3 and South African Sign Language Home Language (SASLHL) Papers 1, 2 and 3.

The following subjects were marked centrally in the following PEDs:

- Western Cape: English Second Additional Languages (SAL) Papers 1, 2 and 3, IsiXhosa Second Additional Languages (SAL) Papers 1, 2 and 3, Marine Sciences Papers 1 and 2,
- Mpumalanga: Siswati First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3
- Free State: Sesotho First Additional Languages (FAL) and Second Additional Languages (SAL) Papers 1, 2 and 3.

## 5.4.6 Quality Assurance of Marking of the November/December 2021 NSC Examinations:

The quality of the marking of the 2021 NSC Examinations was ensured through internal moderation processes at each of the 191 marking centres as well as the external quality assurance conducted by the DBE via onsite moderation.

The focus of the moderation and monitoring of the 2021 NSC marking was as follows:

- General organisation of the marking centre (including how the centre was organised, the flow and management of scripts, deployment of markers, security at the marking centre)
- Identification and management of irregularities
- Quality of marking
- Capture of marks

The DBE moderation team sampled scripts from completed batches of marked scripts to establish marker and moderator agreement at each level of the marking process (Marker and Senior Marker, Senior Marker and Deputy Chief Marker, Deputy Chief Marker and Senior Marker and Chief Marker and Internal Moderator) and to verify the internal moderation model in place from the Senior Marker level (per question moderation) and from the Deputy Chief Marker to Internal Moderator level (whole script moderation). A tolerance range was established for each paper during the marking standardisation process and the role of the internal moderator, chief marker, deputy chief markers and senior markers was to ensure compliance to the tolerance range in the sample of scripts that were moderated. It was observed that variances in marks awarded by the external moderators were within the tolerance ranges of the subject papers and this gave credence to the accuracy of the marking and consistent application of the marking guidelines in 2021.

## 5.5 School-based Assessment

School-based Assessment (SBA) comprises 25% of the final examination mark. For the class of 2021, the programme of assessment comprised of designated formal and informal assessment tasks, both of which require that regular feedback be given to learners to enhance their mastery of specific skills and knowledge. SBA is intended to provide information and insight into learner achievement in a range of designated assessment tasks that are administered to assess knowledge and skills that may not be tested in the written examination.

Through the programme of assessment, teachers are able to integrate the assessment of learning and the assessment for learning in an effort to enhance the quality of teaching and learning, and to ensure that learners develop and build the range of generic skills and learning outcomes that prepare them for participation in a variety of real-world contexts.

To ensure compliance with national standards, the DBE is mandated by policy to monitor and quality assure provincial implementation of SBA in Grade 12 on an annual basis to ensure that the outcomes of the NSC SBA component are reliable and valid. This year the DBE's quality assurance role was restricted due to the impact of the global pandemic on schooling. However, the DBE was still able to adapt its engagement with PEDS to monitor, support and verify the key subjects across the PEDs.

### 5.5.1 Administration of SBA and moderation systems at school, district and provincial levels

The moderation modality implemented was one of, or a combination of, the following modes: onsite moderation at a school; off-site moderation via sampled portfolios submitted by schools to the district; use of online/electronic modalities/a shared drive to upload digital images of learner evidence, etc. This enabled electronic/virtual moderation, quality assurance and feedback to schools.

The DBE enhanced its monitoring of SBA implementation through virtual engagements with PEDs to track the adapted modalities and approaches that schools and districts were implementing to ensure learners completed their tasks and complied with the SBA requirements for each term. The resilience and strength of the provincial moderation systems were evident in the adaptability of educators, learners and school communities to the new modalities in which the SBA and performance of candidates within and across schools at each level of the system could be administered, internally moderated and quality assured at district and provincial level. This adaptability extended to the administration of practical assessment tasks (PATs), the credibility of the moderation systems and processes and the verification of the marks.

### 5.5.2 Quality assurance of Preparatory Examination question papers of the PEDS

The DBE moderated Preparatory Examination Question papers set by PEDs for the 2021 Grade 12 cohort. Eight provinces (except the Western Cape) appointed provincial examiners to draft the question papers and proceeded with the setting and internal approval of these question papers, marking guidelines and analysis grids. In the Western Cape, schools set their own preparatory examinations. Provincial examination panels were supported throughout the setting and moderation by subject managers. The capacity-building process was implemented with a small target group as part of the DBE's moderation and feedback process. The PED Grade 12 Preparatory Examination papers were moderated and reports provided to all PEDs. The subjects which were moderated across the PEDs were Accounting, Agricultural Sciences, Business Studies, Economics, English FAL, History, Geography, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. The moderation of the preparatory examination

question papers across the key subjects in eight of the nine provinces, contributed to ensuring that the preparatory examinations were of the appropriate standard.

### 5.5.3 The setting and Review of the 2020 NSC Grade 12 Practical Assessment Tasks (PATs)

At the beginning of the school year, the DBE set and disseminated the practical assessment tasks (PATs) for the following subjects to the PEDs: Agricultural Management Practices, Agricultural Technology, Dance Studies, Dramatic Arts, Music, Visual Arts, Civil Technology, Electrical Technology, Mechanical Technology (for all three specialisations within each subject), Engineering Graphics and Design, Computer Applications Technology, Information Technology, Consumer Studies, Hospitality Studies, Tourism, Technical Sciences and Technical Mathematics. The national PAT Guidelines for teachers and learners outlined the controlled conditions under which every PAT had to be administered and moderated.

The practical assessment tasks (PATs) for 2021 were subsequently reviewed in line with Covid-19 protocol and regulations. Among others, these reviews included reduced human contact, social distancing and minimising group work. In most instances, without compromising the standard and quality of assessment, the modalities of assessment had to be amended. For example, instead of face-to-face presentations, learners submitted video-recorded tasks.

## 5.6 The Management of examination irregularities

Examination and assessment irregularities could tarnish public confidence in the validity and legitimacy of results. When irregularities occur, it is imperative that they are dealt with as a matter of urgency by the structures established for this purpose. The Department of Basic Education (DBE) can confidently state that there has been an improvement in the management of both administrative and serious irregularities.

The National Examinations Irregularities committee is a national structure established by the minister in accordance with *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*, to manage irregularities emanating from NSC examinations. In turn, PEICs are established in provinces to deal with irregularities at a provincial level. These two structures are therefore mandated to ensure that systems and processes are put in place to ensure that under the leadership of the DBE and PED the credibility and integrity of all national examinations are upheld.

In 2021 the DBE strengthened and introduced the following mechanisms to ensure that irregularities are minimised and where they occur, they are detected and managed appropriately, without compromising the examinations:

- (a) The DBE and the PEDs conducted a thorough audit of all printing venues as well as the entire distribution chain to ensure strict security in the printing and distribution of question papers.
- (b) All schools hosted a **Pledge Signing Ceremony** by all Grade 12 learners across the country, just prior to the commencement of the examinations. At this ceremony learners publicly pledged not to participate in acts of dishonesty during the writing of the examination.
- (c) **A Commitment Agreement** informed both learners and parents of the consequences of being guilty of an irregularity. In the Commitment Agreement both parents and learners signed a written agreement committing not to engage in any acts of irregularity and to bring this to the attention of the school principal, if they are aware of any such irregularity.
- (d) **Electronic Devices Register:** The Electronic Devices Register required all candidates to record all details of the cellphones or any other electronic devices that they would be using during the examination period, commencing 27 October 2021 and concluding on 7 December 2021.

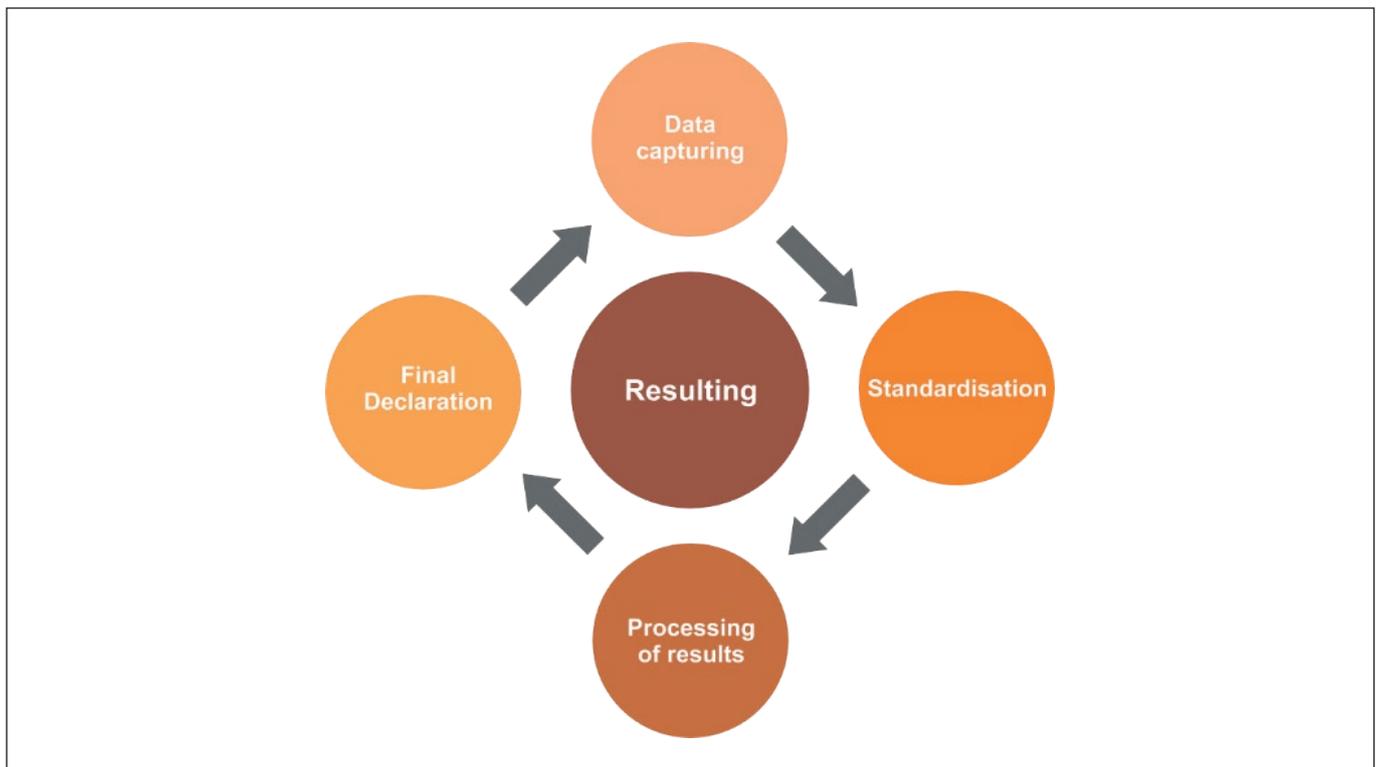
- (e) **Reporting of Examination Irregularities:** Candidates were made aware that it is their responsibility and that of the parent to report any information or rumour regarding examination irregularities to the examination hotline established for that purpose. The examination hotline was a 24-hour service. In addition to reporting to the examination hotline, this information was to be brought to the attention of the school principal. Failure to do so would be considered to be collusion for which the candidate would be held accountable.

The NEIC met on 3 January 2022 and all PEICs presented their irregularities and proposed sanctions. The NEIC endorsed all the reports received from the provinces as all irregularities were dealt with in accordance with the *Regulations on the Conduct, Administration and Management of the National Senior Certificate Examinations*. It was recommended that as many issues as possible, relating to all irregularities, be concluded prior to the release of results unless in cases that involved hearings or further investigations.

The DBE presented a report on the integrity of the 2021 NSC examinations on 14 January 2022 to Umalusi and the Umalusi Council approved the release of the results based on the fact that the examinations were conducted in accordance with the policy and *Regulations on the Conduct, Administration and Management of the National Senior Certificate and Senior Certificate Examinations*, and that there are no serious irregularities which may undermine the integrity and credibility of the examination processes.

## 5.7 Resulting, Release of Results and Certification

The final leg of the examination process comprises the resulting, analysis of the results, release of results and certification. Candidates are also provided an opportunity to appeal should they consider that the results do not accurately reflect their performance in the examination. The Figure below indicates the process followed from data capturing to the final declaration of the results.



**Figure 5.7.1: Processing of results**

Resulting in the examination process is the most crucial stage as it brings to finality the entire examination process. The resulting process is made up of data capturing, standardisation of the results, processing of the results and formal approval of the results.

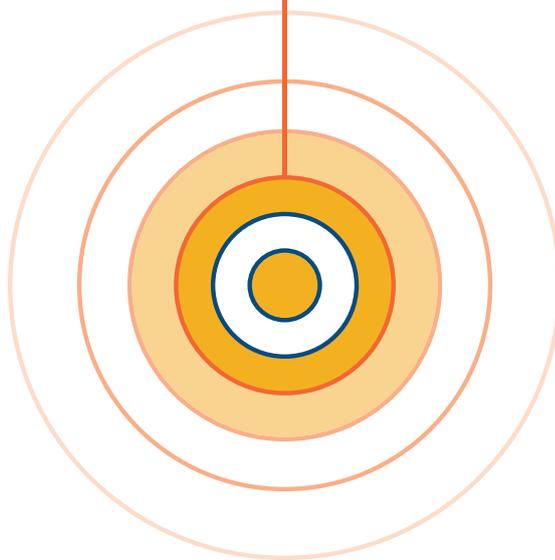
The purpose of the standardisation process is to ensure that candidates are not advantaged or disadvantaged by variations in standards that may occur from year to year. It is based on the principle of equivalence of standards from year to year. Umalusi establishes norms for each subject based on the performance over the last five years and marks are adjusted to these norms, unless there are compelling arguments to indicate otherwise.

Umalusi based on its quality assurance processes will consider the final approval of the NSC examination results. The approval of the NSC results is based on:

- Compliance with the policy on examinations in the administration of the NSC examinations; and
- The occurrence of any serious irregularity that could have compromised the examinations as a whole.

The results of the 2021 NSC examination was approved by Umalusi on 14 January 2022.

All candidates that write the NSC examination are issued with a NSC certificate that confirms that the learner has satisfied all the requirements of the NSC qualification. The certificate will indicate whether the learner qualifies for admission to certificate studies, diploma studies or bachelor studies at a higher education institution. In cases where the candidate does not satisfy the requirements for the full qualification but obtains a pass in one or more subjects, such candidates will be issued with a subject certificate.



## 6. PERFORMANCE OF THE CLASS OF 2021



## 6. PERFORMANCE OF THE CLASS OF 2021

### 6.1 Overall Performance in the 2021 NSC Examinations

The overall performance of the Class of 2021 is at 76.4%. Thus a total of 537 687 of the 704 021 candidates who wrote the November 2021 NSC examination passed. This performance shows a 0,2% improvement from the 76,2% overall performance achieved by the Class of 2020. Table 6.1.1 below provides a comparison in performance in the NSC examinations from 2016 to 2021 at both provincial and national levels.

**Table 6.1.1: Comparison of performance at both provincial and national levels – 2016 to 2021**

Province	2016	2017	2018	2019	2020	2021
Eastern Cape	59.3	65.0	70.6	76.5	68.1	73.0
Free State	88.2	86.1	87.5	88.4	85.1	85.7
Gauteng	85.1	85.1	87.9	87.2	83.8	82.8
Kwa-Zulu Natal	66.4	72.9	76.2	81.3	77.6	76.8
Limpopo	62.5	65.6	69.4	73.2	68.2	66.7
Mpumalanga	77.1	74.8	79.0	80.3	73.7	73.6
North West	82.5	79.4	81.1	86.8	76.2	78.2
Northern Cape	78.7	75.6	73.3	76.5	66.0	71.4
Western Cape	85.9	82.8	81.5	82.3	79.9	81.2
<b>NATIONAL</b>	<b>72.5</b>	<b>75.1</b>	<b>78.2</b>	<b>81.3</b>	<b>76.2</b>	<b>76.4</b>

Table 6.1.2: Overall Performance in the November 2021 NSC examination and provincial rankings

Province	2021			Rankings
	Total Wrote	Total Achieved	% Achieved	
Eastern Cape	91 500	66 770	<b>73.0</b>	<b>7</b>
Free State	35 055	30 037	<b>85.7</b>	<b>1</b>
Gauteng	127 523	105 526	<b>82.8</b>	<b>2</b>
KwaZulu-Natal	166 570	127 990	<b>76.8</b>	<b>5</b>
Limpopo	105 101	70 124	<b>66.7</b>	<b>9</b>
Mpumalanga	66 756	49 133	<b>73.6</b>	<b>6</b>
North West	41 081	32 143	<b>78.2</b>	<b>4</b>
Northern Cape	12 726	9 089	<b>71.4</b>	<b>8</b>
Western Cape	57 709	46 875	<b>81.2</b>	<b>3</b>
<b>National</b>	<b>704 021</b>	<b>537 687</b>	<b>76.4</b>	

Table 6.1.2 above indicates the provincial performance in the November 2021 NSC examinations and their rankings.

The graph below indicates provincial performance in the 2021 NSC examination in ranking order from the highest to the lowest.

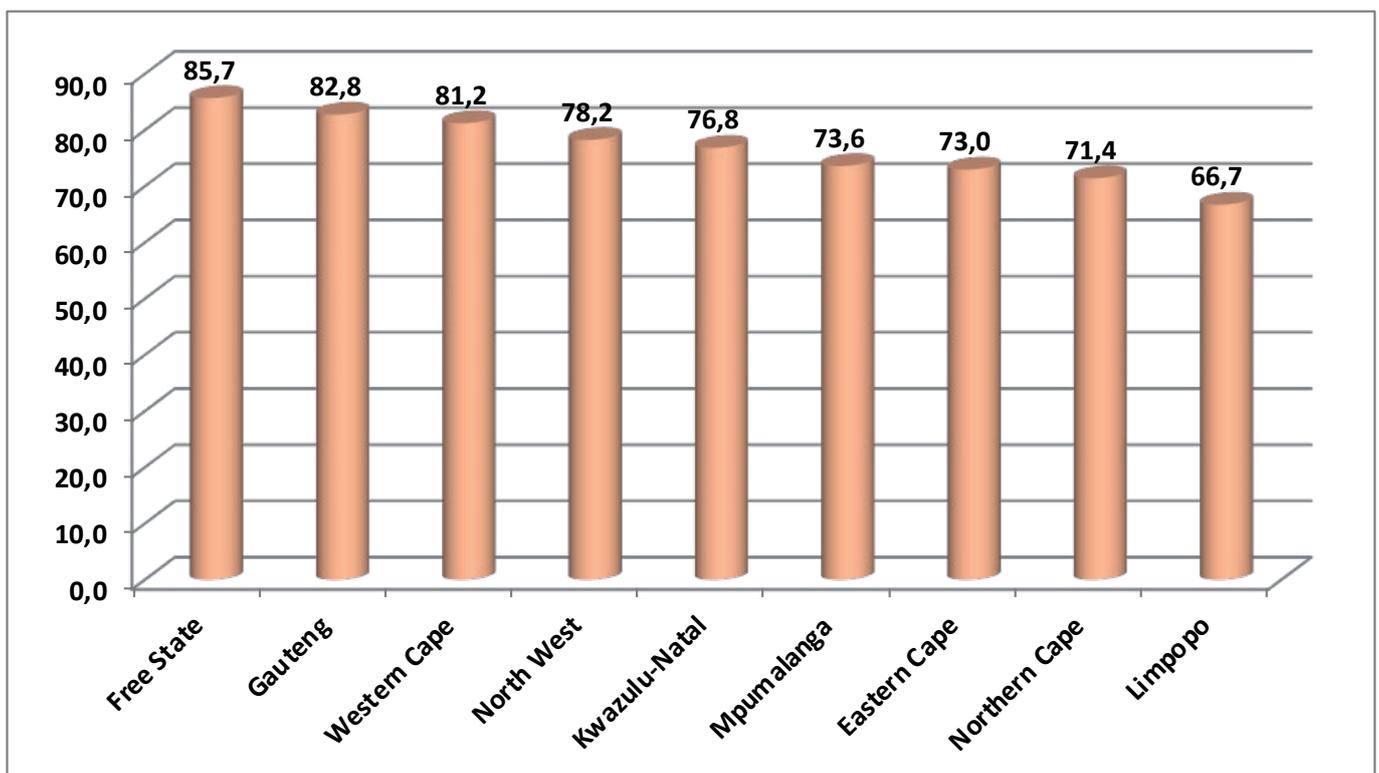


Figure 6.1.1: NSC provincial Performance in Rank Order

## 6.2 Comparison of Provincial Performance

Five of the nine provinces registered significant improvement in their overall performance in 2021 compared to 2020, namely: Eastern Cape, Free State, North West, Northern Cape and Western Cape. The table provides a comparison of NSC passes per province from 2018 to 2021.

**Table 6.2.1: Comparison of NSC passes by province – 2018 to 2021**

Province	2018			2019			2020			2021		
	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved	Total Wrote	Total Achieved	% Achieved
Eastern Cape	65 733	46 393	70.6	63 198	48 331	76.5	72 926	49 691	68.1	91 500	66 770	73.0
Free State	24 914	21 806	87.5	25 572	22 602	88.4	27 928	23 779	85.1	35 055	30 037	85.7
Gauteng	94 870	83 406	87.9	97 829	85 342	87.2	110 191	92 285	83.8	127 523	105 526	82.8
KwaZulu-Natal	116 152	88 485	76.2	116 937	95 017	81.3	135 225	104 938	77.6	166 570	127 990	76.8
Limpopo	76 730	53 254	69.4	70 847	51 855	73.2	78 695	53 634	68.2	105 101	70 124	66.7
Mpumalanga	44 612	35 225	79.0	43 559	34 995	80.3	53 391	39 367	73.7	66 756	49 133	73.6
North West	29 061	23 578	81.1	26 819	23 272	86.8	36 871	28 093	76.2	41 081	32 143	78.2
Northern Cape	9 909	7 264	73.3	9 138	6 990	76.5	11 608	7 665	66.0	12 726	9 089	71.4
Western Cape	50 754	41 350	81.5	50 404	41 502	82.3	51 633	41 250	79.9	57 709	46 875	81.2
<b>National</b>	<b>512 735</b>	<b>400 761</b>	<b>78.2</b>	<b>504 303</b>	<b>409 906</b>	<b>81.3</b>	<b>578 468</b>	<b>440 702</b>	<b>76.2</b>	<b>704 021</b>	<b>537 687</b>	<b>76.4</b>

Table 6.2.2: November 2021 NSC performance by type of qualification

Province	Total Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
		Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	91 500	31 384	34.3	22 411	24.5	12 957	14.2	16	0.0	66 768	73.0
Free State	35 055	13 971	39.9	10 836	30.9	5 188	14.8	1	0.0	29 996	85.6
Gauteng	127 523	55 848	43.8	34 174	26.8	15 459	12.1	0	0.0	105 481	82.7
KwaZulu-Natal	166 570	61 856	37.1	42 128	25.3	23 945	14.4	61	0.0	127 990	76.8
Limpopo	105 101	28 072	26.7	23 533	22.4	18 516	17.6	3	0.0	70 124	66.7
Mpumalanga	66 756	21 044	31.5	16 948	25.4	11 120	16.7	21	0.0	49 133	73.6
North West	41 081	13 875	33.8	10 794	26.3	7 470	18.2	0	0.0	32 139	78.2
Northern Cape	12 726	3 856	30.3	3 119	24.5	2 114	16.6	0	0.0	9 089	71.4
Western Cape	57 709	26 125	45.3	13 629	23.6	7 090	12.3	1	0.0	46 845	81.2
<b>National</b>	<b>704 021</b>	<b>256 031</b>	<b>36.4</b>	<b>177 572</b>	<b>25.2</b>	<b>103 859</b>	<b>14.8</b>	<b>103</b>	<b>0.0</b>	<b>537 565</b>	<b>76.4</b>

Table 6.2.2 indicates that the number of candidates obtaining admission to higher education institutions (which combines both admission to Bachelor and Diploma Studies) is equal to 433 603, which is 61.6% of the learners that wrote.

Table: 6.2.3: Comparison of NSC performance by qualification per province – 2017 to 2021

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Eastern Cape	2017	67 648	15 380	22.7	17 908	26.5	10 672	15.8	18	0.03	43 978	65.0
	2018	65 733	18 001	27.4	17 163	26.1	11 204	17.0	25	0.04	46 393	70.6
	2019	63 198	20 419	32.3	17 816	28.2	10 055	15.9	40	0.06	48 330	76.5
	2020	72 926	21 886	30.0	17 753	24.3	10 039	13.8	13	0.02	49 691	68.1
	<b>2021</b>	<b>91 500</b>	<b>31 384</b>	<b>34.3</b>	<b>22 411</b>	<b>24.5</b>	<b>12 957</b>	<b>14.2</b>	<b>16</b>	<b>0.02</b>	<b>66 768</b>	<b>73.0</b>
Free State	2017	25 130	8 822	35.1	9 076	36.1	3 713	14.8	2	0.01	21 613	86.0
	2018	24 914	9 333	37.5	8 272	33.2	4 176	16.8	2	0.01	21 783	87.4
	2019	25 572	9 992	39.1	8 555	33.5	4 051	15.8	0		22 598	88.4
	2020	27 928	11 284	40.4	8 740	31.3	3 740	13.4	0		23 764	85.1
	<b>2021</b>	<b>35 055</b>	<b>13 971</b>	<b>39.9</b>	<b>10 836</b>	<b>30.9</b>	<b>5 188</b>	<b>14.8</b>	<b>1</b>	<b>0.00</b>	<b>29 996</b>	<b>85.6</b>
Gauteng	2017	97 284	35 012	36.0	34 444	35.4	13 296	13.7	1	0.00	82 753	85.1
	2018	94 870	41 410	43.6	28 775	30.3	13 161	13.9	0		83 346	87.9
	2019	97 829	43 494	44.5	29 616	30.3	12 193	12.5	1	0.00	85 304	87.2
	2020	110 191	49 680	45.1	30 675	27.8	11 879	10.8	1	0.00	92 235	83.7
	<b>2021</b>	<b>127 523</b>	<b>55 848</b>	<b>43.8</b>	<b>34 174</b>	<b>26.8</b>	<b>15 459</b>	<b>12.1</b>	<b>0</b>	<b>0.00</b>	<b>105 481</b>	<b>82.7</b>
KwaZulu-Natal	2017	124 317	35 687	28.7	36 453	29.3	18 400	14.8	47	0.04	90 587	72.9
	2018	116 152	38 571	33.2	31 225	26.9	18 647	16.1	41	0.04	88 484	76.2
	2019	116 937	44 189	37.8	32 696	28.0	18 086	15.5	43	0.04	95 014	81.3
	2020	135 225	51 060	37.8	35 195	26.0	18 658	13.8	24	0.02	104 937	77.6
	<b>2021</b>	<b>166 570</b>	<b>61 856</b>	<b>37.1</b>	<b>42 128</b>	<b>25.3</b>	<b>23 945</b>	<b>14.4</b>	<b>61</b>	<b>0.04</b>	<b>127 990</b>	<b>76.8</b>
Limpopo	2017	83 228	17 790	21.4	20 011	24.0	16 809	20.2	11	0.01	54 621	65.6
	2018	76 730	17 999	23.5	18 892	24.6	16 350	21.3	11	0.01	53 252	69.4
	2019	70 847	19 022	26.8	18 558	26.2	14 270	20.1	5	0.01	51 855	73.2
	2020	78 695	22 907	29.1	18 588	23.6	12 134	15.4	5	0.01	53 634	68.2
	<b>2021</b>	<b>105 101</b>	<b>28 072</b>	<b>26.7</b>	<b>23 533</b>	<b>22.4</b>	<b>18 516</b>	<b>17.6</b>	<b>3</b>	<b>0.00</b>	<b>70 124</b>	<b>66.7</b>

Province	Year	Total Number Wrote	Bachelor		Diploma		Higher Certificate		NSC		Total Achieved	% Achieved
			Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved	Achieved	% Achieved		
Mpumalanga	2017	48 483	11 335	23.4	15 628	32.2	9 291	19.2	19	0.04	36 273	74.8
	2018	44 612	13 199	29.6	13 262	29.7	8 737	19.6	19	0.04	35 217	78.9
	2019	43 559	14 228	32.7	13 124	30.1	7 627	17.5	16	0.04	34 995	80.3
	2020	53 391	16 251	30.4	14 421	27.0	8 677	16.3	18	0.03	39 367	73.7
	<b>2021</b>	<b>66 756</b>	<b>21 044</b>	<b>31.5</b>	<b>16 948</b>	<b>25.4</b>	<b>11 120</b>	<b>16.7</b>	<b>21</b>	<b>0.03</b>	<b>49 133</b>	<b>73.6</b>
North West	2017	30 792	8 278	26.9	9 968	32.4	6 216	20.2	0		24 462	79.4
	2018	29 061	9 449	32.5	8 516	29.3	5 613	19.3	0		23 578	81.1
	2019	26 819	9 964	37.2	8 677	32.4	4 628	17.3	0		23 269	86.8
	2020	36 871	11 822	32.1	9 987	27.1	6 282	17.0	0		28 091	76.2
	<b>2021</b>	<b>41 081</b>	<b>13 875</b>	<b>33.8</b>	<b>10 794</b>	<b>26.3</b>	<b>7 470</b>	<b>18.2</b>	<b>0</b>	<b>0.00</b>	<b>32 139</b>	<b>78.2</b>
Northern Cape	2017	8 735	2 205	25.2	2 815	32.2	1 587	18.2	0		6 607	75.6
	2018	9 909	2 589	26.1	2 684	27.1	1 989	20.1	0		7 262	73.3
	2019	9 138	2 769	30.3	2 624	28.7	1 597	17.5	0		6 990	76.5
	2020	11 608	3 296	28.4	2 797	24.1	1 567	13.5	0		7 660	66.0
	<b>2021</b>	<b>12 726</b>	<b>3 856</b>	<b>30.3</b>	<b>3 119</b>	<b>24.5</b>	<b>2 114</b>	<b>16.6</b>	<b>0</b>	<b>0.00</b>	<b>9 089</b>	<b>71.4</b>
Western Cape	2017	48 867	19 101	39.1	15 030	30.8	6 281	12.9	1	0.00	40 413	82.7
	2018	50 754	21 492	42.3	12 911	25.4	6 913	13.6	1	0.00	41 317	81.4
	2019	50 404	21 981	43.6	13 006	25.8	6 477	12.9	0		41 464	82.3
	2020	51 633	22 634	43.8	12 444	24.1	6 141	11.9	0		41 219	79.8
	<b>2021</b>	<b>57 709</b>	<b>26 125</b>	<b>45.3</b>	<b>13 629</b>	<b>23.6</b>	<b>7 090</b>	<b>12.3</b>	<b>1</b>	<b>0.00</b>	<b>46 845</b>	<b>81.2</b>
National	2017	534 484	153 610	28.7	161 333	30.2	86 265	16.1	99	0.02	401 307	75.1
	2018	512 735	172 043	33.6	141 700	27.6	86 790	16.9	99	0.02	400 632	78.1
	2019	504 303	186 058	36.9	144 672	28.7	78 984	15.7	105	0.02	409 819	81.3
	2020	578 468	210 820	36.4	150 600	26.0	79 117	13.7	61	0.01	440 598	76.2
	<b>2021</b>	<b>704 021</b>	<b>256 031</b>	<b>36.4</b>	<b>177 572</b>	<b>25.2</b>	<b>103 859</b>	<b>14.8</b>	<b>103</b>	<b>0.01</b>	<b>537 565</b>	<b>76.4</b>

Table 6.2.4: Comparison of passes at bachelor level by province from 2018 to 2021

Province	2018			2019			2020			2021		
	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor	Number Wrote	Number Achieved with Bachelor	% Achieved with Bachelor
Eastern Cape	65 733	18 001	27.4	63 198	20 419	32.3	72 926	21 886	30.0	91 500	31 384	34.3
Free State	24 914	9 333	37.5	25 572	9 992	39.1	27 928	11 284	40.4	35 055	13 971	39.9
Gauteng	94 870	41 410	43.6	97 829	43 494	44.5	110 191	49 680	45.1	127 523	55 848	43.8
KwaZulu-Natal	116 152	38 571	33.2	116 937	44 189	37.8	135 225	51 060	37.8	166 570	61 856	37.1
Limpopo	76 730	17 999	23.5	70 847	19 022	26.8	78 695	22 907	29.1	105 101	28 072	26.7
Mpumalanga	44 612	13 199	29.6	43 559	14 228	32.7	53 391	16 251	30.4	66 756	21 044	31.5
North West	29 061	9 449	32.5	26 819	9 964	37.2	36 871	11 822	32.1	41 081	13 875	33.8
Northern Cape	9 909	2 589	26.1	9 138	2 769	30.3	11 608	3 296	28.4	12 726	3 856	30.3
Western Cape	50 754	21 492	42.3	50 404	21 981	43.6	51 633	22 634	43.8	57 709	26 125	45.3
National	512 735	172 043	33.6	504 303	186 058	36.9	578 468	210 820	36.4	704 021	256 031	36.4

Table 6.2.5 below shows that more female learners achieved the NSC qualification as compared to male learners over the four-year period from 2018 to 2021.

**Table 6.2.5: Comparison of NSC passes by province by gender from 2018 to 2021**

Province	Gender	Total Wrote				Total Achieved				% Achieved			
		2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Eastern Cape	Male	29 128	27 765	31 987	39 442	21 269	21 883	22 086	28 854	73.0	78.8	69.0	73.2
	Female	36 605	35 433	40 939	52 058	25 124	26 448	27 605	37 916	68.6	74.6	67.4	72.8
Free State	Male	11 578	11 549	12 601	15 769	10 271	10 348	10 754	13 649	88.7	89.6	85.3	86.6
	Female	13 336	14 023	15 327	19 286	11 535	12 254	13 025	16 388	86.5	87.4	85.0	85.0
Gauteng	Male	42 475	43 485	48 638	56 802	37 444	38 122	40 523	46 858	88.2	87.7	83.3	82.5
	Female	52 395	54 344	61 553	70 721	45 962	47 220	51 762	58 668	87.7	86.9	84.1	83.0
KwaZulu-Natal	Male	50 761	50 767	59 574	75 474	39 296	41 906	46 369	57 513	77.4	82.5	77.8	76.2
	Female	65 391	66 170	75 651	91 096	49 189	53 111	58 569	70 477	75.2	80.3	77.4	77.4
Limpopo	Male	34 613	32 107	35 241	48 311	25 116	24 565	24 436	32 556	72.6	76.5	69.3	67.4
	Female	42 117	38 740	43 454	56 790	28 138	27 290	29 198	37 568	66.8	70.4	67.2	66.2
Mpumalanga	Male	19 710	19 396	23 706	30 136	15 896	15 964	17 746	22 215	80.6	82.3	74.9	73.7
	Female	24 902	24 163	29 685	36 620	19 329	19 031	21 621	26 918	77.6	78.8	72.8	73.5
North West	Male	13 347	12 182	16 651	18 423	10 980	10 713	12 812	14 430	82.3	87.9	76.9	78.3
	Female	15 714	14 637	20 220	22 658	12 598	12 559	15 281	17 713	80.2	85.8	75.6	78.2
Northern Cape	Male	4 318	3 980	5 133	5 592	3 233	3 163	3 457	4 008	74.9	79.5	67.3	71.7
	Female	5 591	5 158	6 475	7 134	4 031	3 827	4 208	5 081	72.1	74.2	65.0	71.2
Western Cape	Male	22 162	22 131	22 390	24 938	18 418	18 336	17 989	20 452	83.1	82.9	80.3	82.0
	Female	28 592	28 273	29 243	32 771	22 932	23 166	23 261	26 423	80.2	81.9	79.5	80.6
National	Male	228 092	223 362	255 921	314 887	181 923	185 000	196 172	240 535	79.8	82.8	76.7	76.4
	Female	284 643	280 941	322 547	389 134	218 838	224 906	244 530	297 152	76.9	80.1	75.8	76.4
	Both	512 735	504 303	578 468	704 021	400 761	409 906	440 702	537 687	78.2	81.3	76.2	76.4

The Table below shows that more female learners achieved at bachelor level compared to the male learners in the past four years.

**Table 6.2.6: Comparison of bachelor achievement by gender by province from 2018 to 2021**

Province Name	Gender	2019			2020			2021		
		Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors	Total Wrote	Total Achieved Bachelors	% Achieved Bachelors
<b>Eastern Cape</b>	Male	27 765	9 358	<b>33.7</b>	31 987	9 465	<b>29.6</b>	39 442	13 334	<b>33.8</b>
	Female	35 433	11 061	<b>31.2</b>	40 939	12 421	<b>30.3</b>	52 058	18 050	<b>34.7</b>
<b>Free State</b>	Male	11 549	4 545	<b>39.4</b>	12 601	4 989	<b>39.6</b>	15 769	6 227	<b>39.5</b>
	Female	14 023	5 447	<b>38.8</b>	15 327	6 295	<b>41.1</b>	19 286	7 744	<b>40.2</b>
<b>Gauteng</b>	Male	43 485	18 358	<b>42.2</b>	48 638	20 348	<b>41.8</b>	56 802	23 112	<b>40.7</b>
	Female	54 344	25 136	<b>46.3</b>	61 553	29 332	<b>47.7</b>	70 721	32 736	<b>46.3</b>
<b>KwaZulu-Natal</b>	Male	50 767	19 649	<b>38.7</b>	59 574	22 377	<b>37.6</b>	75 474	26 627	<b>35.3</b>
	Female	66 170	24 540	<b>37.1</b>	75 651	28 683	<b>37.9</b>	91 096	35 229	<b>38.7</b>
<b>Limpopo</b>	Male	32 107	9 214	<b>28.7</b>	35 241	10 406	<b>29.5</b>	48 311	12 931	<b>26.8</b>
	Female	38 740	9 808	<b>25.3</b>	43 454	12 501	<b>28.8</b>	56 790	15 141	<b>26.7</b>
<b>Mpumalanga</b>	Male	19 396	6 549	<b>33.8</b>	23 706	7 167	<b>30.2</b>	30 136	9 161	<b>30.4</b>
	Female	24 163	7 679	<b>31.8</b>	29 685	9 084	<b>30.6</b>	36 620	11 883	<b>32.4</b>
<b>North West</b>	Male	12 182	4 517	<b>37.1</b>	16 651	5 269	<b>31.6</b>	18 423	6 019	<b>32.7</b>
	Female	14 637	5 447	<b>37.2</b>	20 220	6 553	<b>32.4</b>	22 658	7 856	<b>34.7</b>
<b>Northern Cape</b>	Male	3 980	1 174	<b>29.5</b>	5 133	1 434	<b>27.9</b>	5 592	1 609	<b>28.8</b>
	Female	5 158	1 595	<b>30.9</b>	6 475	1 862	<b>28.8</b>	7 134	2 247	<b>31.5</b>
<b>Western Cape</b>	Male	22 131	9 384	<b>42.4</b>	22 390	9 491	<b>42.4</b>	24 938	10 855	<b>43.5</b>
	Female	28 273	12 597	<b>44.6</b>	29 243	13 143	<b>44.9</b>	32 771	15 270	<b>46.6</b>
<b>National</b>	Male	223 362	82 748	<b>37.0</b>	255 921	90 946	<b>35.5</b>	314 887	109 875	<b>34.9</b>
	Female	280 941	103 310	<b>36.8</b>	322 547	119 874	<b>37.2</b>	389 134	146 156	<b>37.6</b>
	Both	504 303	186 058	<b>36.9</b>	578 468	210 820	<b>36.4</b>	704 021	256 031	<b>36.4</b>

Table 6.2.7: Number of schools within different pass rate categories

PROVINCES	Total Number of Schools	0 - 19.9%		20 - 39.9%		40 to 59.9%		60 to 79.9%		80 to 100%		Exactly 0%		Exactly 100%	
		2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021
EASTERN CAPE	Number	941	6	18	202	377	338	3	38						
	%		0.6	1.9	21.5	40.1	35.9	0.3	4.0						
FREE STATE	Number	338	0	0	9	69	260	0	46						
	%		0.0	0.0	2.7	20.4	76.9	0.0	13.6						
GAUTENG	Number	892	0	6	33	263	590	0	129						
	%		0.0	0.7	3.7	29.5	66.1	0.0	14.5						
KWAZULU-NATAL	Number	1 757	4	47	224	639	843	0	145						
	%		0.2	2.7	12.7	36.4	48.0	0.0	8.3						
LIMPOPO	Number	1 330	20	117	359	521	313	1	31						
	%		1.5	8.8	27.0	39.2	23.5	0.1	2.3						
MPUMALANGA	Number	558	3	19	79	216	241	1	18						
	%		0.5	3.4	14.2	38.7	43.2	0.2	3.2						
NORTH WEST	Number	438	1	4	43	174	216	0	28						
	%		0.2	0.9	9.8	39.7	49.3	0.0	6.4						
NORTHERN CAPE	Number	145	0	5	24	66	50	0	9						
	%		0.0	3.4	16.6	45.5	34.5	0.0	6.2						
WESTERN CAPE	Number	454	0	2	38	141	273	0	71						
	%		0.0	0.4	8.4	31.1	60.1	0.0	15.6						
NATIONAL	Number	6 853	34	218	1 011	2 466	3 124	5	515						
	%		0.5	3.2	14.8	36.0	45.6	0.1	7.5						

Table 6.2.8: Number of schools performing at the different categories from 2019 to 2021

School Intervals	2019		2020		2021	
	Total Number of school	% of schools	Total Number of school	% of schools	Total Number of school	% of schools
0 - 19.9%	56	0.8	59	0.9	34	0.5
20 - 39.9%	228	3.3	340	5.0	218	3.2
40 to 59.9%	708	10.3	1 107	16.2	1 010	14.7
60 to 79.9%	1 943	28.3	2 239	32.8	2 464	36.0
80 to 100%	3 919	57.2	3 084	45.2	3 124	45.6
Exactly 0%	18	0.3	13	0.2	1	0.0
Exactly 100%	623	9.1	432	6.3	515	7.5

Table 6.2.8 indicates that the number of schools performing at the 0 – 19% category has declined from 59 in 2020 to 34 in 2021. On the other hand, the number of schools at national level performing at exactly 100% have increased from 432 in 2020 to 515 in 2021. The number of schools performing at the 80% to 100% category has also increased from 3 084 in 2020 to 3 124 in 2021. It is also pleasing to note from the Table above that the number of schools performing at exactly 0% have declined over the past three years from 18 to 1 at national level.

Table 6.2.9: 2021 School performance by Quintile

Quintiles	0 - 19.9%	20 - 39.9%	40 - 59.9%	60 - 79.9%	80 - 100%	Total
Quintile 1	10	113	371	703	611	1 808
Quintile 2	12	56	296	696	610	1 670
Quintile 3	9	33	260	663	508	1 473
Quintile 4	0	5	37	235	333	610
Quintile 5	0	3	23	111	625	762
<b>Total</b>	<b>31</b>	<b>210</b>	<b>987</b>	<b>2 408</b>	<b>2 687</b>	<b>6 323</b>

In Table 6.2.9 above, it is pleasing to note that 1 729 schools, which are in quintiles 1 - 3, mainly no-fee schools represented by rural schools, performed at the 80 – 100% category. 958 schools in quintiles 4 to 5, performed at 80 - 100%.

Table 6.2.10: Comparison of NSC passes by type of Qualification by Quintile – 2020 to 2021

Achievement Status	2020									2021								
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Totals				
Achieved Bachelor	34 664	37 954	42 826	27 205	56 258	11 913	210 820	44 750	48 861	56 037	31 843	60 803	13 522	255 816				
Achieved Diploma	31 841	32 189	36 601	20 183	24 006	5 780	150 600	38 752	40 184	44 772	22 967	25 309	5 380	177 364				
Achieved H-Certificate	20 013	18 927	20 600	9 216	8 347	2 014	79 117	26 976	26 483	27 535	11 215	9 493	2 024	103 726				
Achieved NSC	38	11	8	0	1	3	61	47	35	12	4	2	3	103				
<b>Total Achieved</b>	<b>86 556</b>	<b>89 081</b>	<b>100 035</b>	<b>56 604</b>	<b>88 612</b>	<b>19 710</b>	<b>440 598</b>	<b>110 525</b>	<b>115 563</b>	<b>128 356</b>	<b>66 029</b>	<b>95 607</b>	<b>20 929</b>	<b>537 009</b>				

Table 6.2.10 shows that 149 648 learners from quintiles 1 - 3 schools achieved admission to Bachelor studies, compared to 92 646 learners from quintiles 4 - 5 schools.

Table 6.2.11: Number of candidates in schools per percentage interval per Quintile – 2020 to 2021

% Interval (Schools)	2020									2021								
	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Total	Q 1	Q 2	Q 3	Q 4	Q 5	Q 99	Total				
No with 0 to 19.9%	770	399	336	0	0	0	1 505	404	591	388	0	0	0	1 383				
No with 20 to 39.9%	7 307	5 187	4 877	609	186	186	18 166	8 788	3 997	2 709	811	34	34	16 339				
No with 40 to 59.9%	25 897	22 801	23 511	6 321	2 349	2 349	80 879	29 814	25 903	26 892	5 754	2 658	2 658	91 021				
No with 60 to 79.9%	46 368	50 933	61 321	28 228	13 755	13 755	200 605	66 919	71 273	83 090	35 109	14 765	14 765	271 156				
No with 80 to 100%	42 691	44 279	49 130	36 530	82 295	82 295	254 925	50 335	57 290	61 420	41 731	88 744	88 744	299 520				
<b>Total</b>	<b>123 033</b>	<b>123 599</b>	<b>139 175</b>	<b>71 688</b>	<b>98 585</b>	<b>98 585</b>	<b>556 080</b>	<b>156 260</b>	<b>159 054</b>	<b>174 499</b>	<b>83 405</b>	<b>106 201</b>	<b>106 201</b>	<b>679 419</b>				

## 6.3 Subject Performance

It is one of the requirements for a candidate to achieve the NSC qualification to pass the Home Language at 40%. Table 6.3.1 below compares the number of learners who achieved at 40% in the past five years. It is pleasing to note that the pass percentage in the various Home Languages ranges between 91% and 99% in the past five years.

**Table 6.3.1: Candidates' performance in Home Languages – 2017 to 2021**

Subject Name (Home Languages)	2017			2018			2019			2020			2021		
	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved	Total Wrote	Achieved 40% & Above	% Achieved
Afrikaans Home Language	46 847	44 271	94.5	48 566	46 800	96.4	46 647	44 392	95.2	44 909	42 853	95.4	47 337	45 079	95.2
English Home Language	105 705	98 362	93.1	106 577	98 823	92.7	108 483	99 843	92.0	110 784	104 724	94.5	122 189	113 775	93.1
IsiNdebele Home Language	5 240	5 217	99.6	4 688	4 673	99.7	4 558	4 551	99.8	4 624	4 621	99.9	6 115	6 106	99.9
IsiXhosa Home Language	87 934	87 731	99.8	87 326	87 075	99.7	84 734	84 511	99.7	83 590	83 256	99.6	105 490	105 130	99.7
IsiZulu Home Language	151 559	149 925	98.9	150 344	148 517	98.8	148 231	147 042	99.2	144 747	143 364	99.0	184 543	183 116	99.2
Sepedi Home Language	76 786	75 745	98.6	74 606	73 578	98.6	69 809	68 559	98.2	63 277	62 484	98.7	81 777	80 474	98.4
Sesotho Home Language	30 776	30 583	99.4	31 168	30 985	99.4	32 509	32 270	99.3	32 104	31 827	99.1	40 499	40 165	99.2
Setswana Home Language	46 169	46 016	99.7	46 101	45 909	99.6	44 687	44 474	99.5	49 668	49 436	99.5	57 102	56 817	99.5
SiSwati Home Language	18 123	17 981	99.2	17 573	17 454	99.3	17 255	17 089	99.0	16 906	16 835	99.6	21 699	21 574	99.4
South African Sign Language Home Language	-	-	-	52	50	96.2	97	94	96.9	100	97	97.0	127	116	91.3
Tshivenda Home Language	18 733	18 704	99.8	17 574	17 554	99.9	19 451	19 432	99.9	15 610	15 597	99.9	21 423	21 398	99.9
Xitsonga Home Language	25 937	25 690	99.0	26 536	26 250	98.9	26 698	26 359	98.7	23 986	23 800	99.2	32 193	31 775	98.7

Table 6.3.2: Candidates' Performance in First Additional Languages – 2017 to 2021

Subject Name (1st Additional Languages)	2017			2018			2019			2020			2021		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved	Total Wrote	Achieved 30% & Above	% Achieved
Afrikaans First Additional Language	82 017	76 222	92.9	82 525	77 500	93.9	83 889	80 502	96.0	85 920	80 551	93.8	93 813	87 986	93.8
English First Additional Language	503 151	488 572	97.1	498 959	485 112	97.2	489 072	477 560	97.6	474 718	471 072	99.2	592 008	585 785	98.9
IsiNdebele First Additional Language	30	30	100.0	41	41	100.0	33	33	100.0	39	39	100.0	30	30	100.0
IsiXhosa First Additional Language	2 272	2 264	99.6	2 365	2 358	99.7	2 557	2 553	99.8	527	527	100.0	2 871	2 866	99.8
IsiZulu First Additional Language	15 871	15 808	99.6	14 991	14 900	99.4	14 964	14 848	99.2	524	522	99.6	17 312	17 160	99.1
Sepedi First Additional Language	538	533	99.1	535	532	99.4	546	545	99.8	442	442	100.0	616	612	99.4
Sesotho First Additional Language	514	513	99.8	476	475	99.8	498	496	99.6	338	335	99.1	513	510	99.4
Setswana First Additional Language	235	235	100.0	289	289	100.0	293	293	100.0	28	27	96.4	477	476	99.8
SiSwati First Additional Language	356	347	97.5	358	355	99.2	345	341	98.8	2 611	2 605	99.8	335	330	98.5
Tshivenda First Additional Language	38	38	100.0	40	40	100.0	43	42	97.7	22	22	100.0	40	40	100.0
Xitsonga First Additional Language	32	32	100.0	23	23	100.0	26	26	100.0	15 037	14 908	99.1	27	27	100.0

Table 6.3.3: Candidates' Performance at 30% and above in selected subjects – 2016 to 2020

Subjects	2017			2018			2019			2020			2021		
	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved	Wrote	Achieved 30% & Above	% Achieved
Accounting	103 427	68 318	66.1	90 278	65 481	72.5	80 110	62 796	78.4	92 767	70 014	75.5	105 894	79 093	74.7
Agricultural Science	98 522	69 360	70.4	95 291	66 608	69.9	92 680	69 132	74.6	96 155	69 916	72.7	123 990	93 447	75.4
Business Studies	204 849	139 386	68.0	192 139	124 618	64.9	186 840	132 571	71.0	207 045	161 224	77.9	243 843	196 233	80.5
Economics	128 796	91 488	71.0	115 169	84 395	73.3	107 940	74 796	69.3	118 484	81 536	68.8	139 191	94 479	67.9
Geography	276 771	212 954	76.9	269 621	200 116	74.2	271 807	218 821	80.5	287 629	216 467	75.3	358 655	266 402	74.3
History	147 668	127 031	86.0	154 536	138 570	89.7	164 729	148 271	90.0	173 498	159 737	92.1	227 448	203 473	89.5
Life Sciences	318 474	236 809	74.4	310 041	236 584	76.3	301 037	217 729	72.3	319 228	226 700	71.0	384 216	274 584	71.5
Mathematical Literacy	313 030	231 230	73.9	294 204	213 225	72.5	298 607	240 816	80.6	341 363	275 684	80.8	441 067	328 382	74.5
Mathematics	245 103	127 197	51.9	233 858	135 638	58.0	222 034	121 179	54.6	233 315	125 526	53.8	259 143	149 177	57.6
Physical Science	179 561	116 862	65.1	172 319	127 919	74.2	164 478	124 237	75.5	174 310	114 758	65.8	196 968	135 915	69.0

Table 6.3.3 indicates learner performance in selected subjects (Gateway Subjects) from 2017 to 2021. The continuous decline in the overall performance in Accounting, Economics and Geography from 2019 to 2021 is of great concern. There is a significant consistent improvement in learner performance over the past three years in Business Studies and Mathematics.

Table 6.3.4: Candidates' Performance in non-Language Subjects – 2017 to 2021

Subjects	2017			2018			2019			2020			2021		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Accounting	103 427	68 318	66.1	90 278	65 481	72.5	80 110	62 796	78.4	92 767	70 014	75.5	105 894	79 093	74.7
Agricultural Management Practices	2 511	2 424	96.5	2 357	2 245	95.2	3 057	2 958	96.8	3 238	3 137	96.9	4 635	4 415	95.3
Agricultural Sciences	98 522	69 360	70.4	95 291	66 608	69.9	92 680	69 132	74.6	96 155	69 916	72.7	123 990	93 447	75.4
Agricultural Technology	914	906	99.1	1 001	982	98.1	1 169	1 155	98.8	1 368	1 339	97.9	1 707	1 682	98.5
Business Studies	204 849	139 386	68.0	192 139	124 618	64.9	186 840	132 571	71.0	207 045	161 224	77.9	243 843	196 233	80.5
Civil Technology	9 158	8 846	96.6	-	-	-	-	-	-	-	-	-	-	-	-
Computer Applications Technology	36 460	33 810	92.7	35 189	32 486	92.3	35 248	33 340	94.6	36 095	34 411	95.3	42 722	39 556	92.6
Consumer Studies	40 049	38 909	97.2	40 861	40 126	98.2	40 814	39 651	97.2	41 421	40 462	97.7	49 207	48 243	98.0
Dance Studies	561	559	99.6	598	598	100.0	552	550	99.6	583	583	100.0	698	696	99.7
Design	2 158	2 097	97.2	1 918	1 880	98.0	2 038	2 010	98.6	1 866	1 836	98.4	2 167	2 117	97.7
Dramatic Arts	9 147	8 979	98.2	11 812	11 620	98.4	13 373	13 146	98.3	14 473	14 186	98.0	18 593	18 426	99.1
Economics	128 796	91 488	71.0	115 169	84 395	73.3	107 940	74 796	69.3	118 484	81 536	68.8	139 191	94 479	67.9
Electrical Technology	6 125	5 808	94.8	-	-	-	-	-	-	-	-	-	-	-	-
Engineering Graphics and Design	29 226	27 446	93.9	32 619	30 438	93.3	32 280	29 969	92.8	32 538	30 529	93.8	37 131	34 463	92.8
Geography	276 771	212 954	76.9	269 621	200 116	74.2	271 807	218 821	80.5	287 629	216 467	75.3	358 655	266 402	74.3
History	147 668	127 031	86.0	154 536	138 570	89.7	164 729	148 271	90.0	173 498	159 737	92.1	227 448	203 473	89.5
Hospitality Studies	7 321	7 132	97.4	6 842	6 753	98.7	6 771	6 686	98.7	6 689	6 524	97.5	8 172	8 026	98.2

Subjects	2017			2018			2019			2020			2021		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Information Technology	4 095	3 596	87.8	4 108	3 763	91.6	3 851	3 569	92.7	3 712	3 440	92.7	3 849	3 580	93.0
Life Orientation	620 626	619 336	99.8	618 726	617 041	99.7	610 234	609 101	99.8	589 870	586 360	99.4	721 285	719 650	99.8
Life Sciences	318 474	236 809	74.4	310 041	236 584	76.3	301 037	217 729	72.3	319 228	226 700	71.0	384 216	274 584	71.5
Marine Sciences	-	-	-	-	-	-	-	-	-	-	-	-	12	12	100.0
Mathematical Literacy	313 030	231 230	73.9	294 204	213 225	72.5	298 607	240 816	80.6	341 363	275 684	80.8	441 067	328 382	74.5
Mathematics	245 103	127 197	51.9	233 858	135 638	58.0	222 034	121 179	54.6	233 315	125 526	53.8	259 143	149 177	57.6
Mechanical Technology	6 853	6 491	94.7	-	-	-	-	-	-	-	-	-	-	-	-
Music	1 699	1 674	98.5	1 718	1 666	97.0	1 884	1 838	97.6	1 933	1 887	97.6	2 443	2 419	99.0
Physical Sciences	179 561	116 862	65.1	172 319	127 919	74.2	164 478	124 237	75.5	174 310	114 758	65.8	196 968	135 915	69.0
Religion Studies	8 425	7 721	91.6	10 698	9 687	90.5	11 069	9 616	86.9	12 131	10 127	83.5	14 655	11 750	80.2
Technical Mathematics	-	-	-	10 025	5 078	50.7	9 670	4 125	42.7	10 731	3 476	32.4	13 403	8 060	60.1
Technical Sciences	-	-	-	10 503	9 204	87.6	10 862	9 401	86.5	11 655	9 375	80.4	14 642	12 758	87.1
Tourism	131 644	128 386	97.5	130 326	127 640	97.9	137 546	135 367	98.4	150 401	148 230	98.6	200 921	197 278	98.2
Visual Arts	6 434	6 295	97.8	6 550	6 476	98.9	6 536	6 443	98.6	6 147	6 081	98.9	6 521	6 415	98.4

The Table above indicates candidates' performance in non-language subjects from 2017 to 2021. Marine Sciences was written for the first time at Grade 12 level in 2021 and therefore does not have any performance data for comparison in the previous years.

**Table 6.3.5: Number and Percentage of Distinctions in a selected Gateway Subjects – 2019 to 2021**

Subject	2019			2020			2021		
	Wrote	Achieved with distinctions	% with Distinction	Wrote	Achieved with distinctions	% with Distinction	Wrote	Achieved with distinctions	% with Distinction
Accounting	80 110	3 875	4.8	92 767	5 777	6.2	105 894	6 571	6.2
Afrikaans First Additional Language	83 889	6 462	7.7	85 920	6 420	7.5	93 813	7 311	7.8
Agricultural Sciences	92 680	526	0.6	96 155	786	0.8	123 990	1 469	1.2
Business Studies	186 840	2 769	1.5	207 045	8 069	3.9	243 843	13 052	5.4
Economics	107 940	1 014	0.9	118 484	1 533	1.3	139 191	1 646	1.2
English First Additional Language	489 072	7 787	1.6	474 718	10 301	2.2	592 008	8 818	1.5
Geography	271 807	2 752	1.0	287 629	2 755	1.0	358 655	1 911	0.5
History	164 729	8 702	5.3	173 498	10 935	6.3	227 448	12 887	5.7
Life Sciences	301 037	8 525	2.8	319 228	7 317	2.3	384 216	14 310	3.7
Mathematical Literacy	298 607	6 280	2.1	341 363	5 696	1.7	441 067	10 005	2.3
Mathematics	222 034	4 415	2.0	233 315	7 424	3.2	259 143	7 725	3.0
Physical Sciences	164 478	7 763	4.7	174 310	6 368	3.7	196 968	6 771	3.4

Table 6.3.5 indicates the number and percentage of distinctions attained by candidates in a selected number of gateway subjects in the past three years. The consistent improvement in the percentage of distinctions attained by candidates in Afrikaans FAL and Agricultural Sciences over the past three years is encouraging. Of concern is the consistent decline in the percentage distinctions attained in Geography and Physical Sciences over the past three years.

Table 6.3.6: Candidates' Performance in Technical Subjects – 2019 to 2021

Subjects	2019			2020			2021		
	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved	Wrote	Achieved at 30% & above	% Achieved
Civil Technology (Civil Services)	582	566	97.3	601	595	99.0	627	608	97.0
Civil Technology (Construction)	3 492	3 438	98.5	3 582	3 511	98.0	4 474	4 406	98.5
Civil Technology (Woodworking)	1 946	1 926	99.0	1 837	1 777	96.7	2 366	2 294	97.0
Electrical Technology (Digital Systems)	323	310	96.0	422	409	96.9	371	351	94.6
Electrical Technology (Electronics)	938	907	96.7	968	938	96.9	1 143	1 040	91.0
Electrical Technology (Power Systems)	4 796	4 583	95.6	4 623	4 387	94.9	5 675	5 357	94.4
Mechanical Technology (Automotive)	2 784	2 657	95.4	2 839	2 671	94.1	3 330	3 171	95.2
Mechanical Technology (Fitting and Machining)	2 012	1 966	97.7	1 914	1 853	96.8	1 991	1 933	97.1
Mechanical Technology (Welding and Metal Works)	1 682	1 552	92.3	1 683	1 495	88.8	2 308	2 091	90.6
Technical Mathematics	9 670	4 125	42.7	10 731	3 476	32.4	13 403	8 060	60.1
Technical Sciences	10 862	9 401	86.5	11 655	9 375	80.4	14 642	12 758	87.1

Candidates' performance in Technical Subjects ranges from 88% to 99%, except for Technical Mathematics and Technical Sciences where the performance is lower for the past three years.

Table 6.3.7: Candidates' Performance in Mathematics by Province and level of achievement

Mathematics															
Province	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Eastern Cape	35 270	38 717	43 886	14 747	15 364	20 452	41.8	39.7	<b>46.6</b>	8 354	9 119	12 286	23.7	23.6	<b>28.0</b>
Free State	9 886	11 040	12 745	6 769	7 321	8 494	68.5	66.3	<b>66.6</b>	4 445	4 712	5 456	45.0	42.7	<b>42.8</b>
Gauteng	35 412	37 680	39 842	24 012	24 639	27 184	67.8	65.4	<b>68.2</b>	16 891	17 311	19 256	47.7	45.9	<b>48.3</b>
KwaZulu-Natal	57 882	56 506	61 506	28 065	28 924	33 354	48.5	51.2	<b>54.2</b>	17 306	18 869	21 504	29.9	33.4	<b>35.0</b>
Limpopo	34 148	38 447	44 874	18 148	19 108	24 477	53.1	49.7	<b>54.5</b>	11 038	12 108	15 111	32.3	31.5	<b>33.7</b>
Mpumalanga	22 621	24 663	28 580	11 672	12 560	15 443	51.6	50.9	<b>54.0</b>	7 289	8 228	9 924	32.2	33.4	<b>34.7</b>
North West	8 783	9 232	9 815	5 463	5 851	7 017	62.2	63.4	<b>71.5</b>	3 420	3 887	4 685	38.9	42.1	<b>47.7</b>
Northern Cape	2 613	2 708	2 689	1 480	1 498	1 591	56.6	55.3	<b>59.2</b>	898	945	1 052	34.4	34.9	<b>39.1</b>
Western Cape	15 419	14 322	15 206	10 823	10 261	11 165	70.2	71.6	<b>73.4</b>	8 110	7 785	8 287	52.6	54.4	<b>54.5</b>
National	<b>222 034</b>	<b>233 315</b>	<b>259 143</b>	<b>121 179</b>	<b>125 526</b>	<b>149 177</b>	<b>54.6</b>	<b>53.8</b>	<b>57.6</b>	<b>77 751</b>	<b>82 964</b>	<b>97 561</b>	<b>35.0</b>	<b>35.6</b>	<b>37.6</b>

The percentage of candidates achieving at 40% and above in Mathematics has improved over the past three years.

Table 6.3.8: Candidates' Performance in Physical Sciences by Province and level of achievement – 2019 to 2021

Province	Physical Science														
	Total Wrote			Total achieved at 30% and above			% achieved at 30% and above			Total achieved at 40% and above			% achieved at 40% and above		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Eastern Cape</b>	23 703	25 870	30 738	16 660	14 396	19 142	70.3	55.6	<b>62.3</b>	10 540	8 349	11 510	44.5	32.3	<b>37.4</b>
<b>Free State</b>	7 889	8 727	9 826	6 527	6 215	7 380	82.7	71.2	<b>75.1</b>	4 508	3 931	4 723	57.1	45.0	<b>48.1</b>
<b>Gauteng</b>	25 765	27 096	29 425	21 649	19 680	21 622	84.0	72.6	<b>73.5</b>	16 077	13 592	14 997	62.4	50.2	<b>51.0</b>
<b>KwaZulu-Natal</b>	39 499	40 402	44 908	29 533	28 159	31 988	74.8	69.7	<b>71.2</b>	20 225	18 570	21 088	51.2	46.0	<b>47.0</b>
<b>Limpopo</b>	28 911	31 290	36 659	20 813	19 725	24 840	72.0	63.0	<b>67.8</b>	13 306	11 986	15 250	46.0	38.3	<b>41.6</b>
<b>Mpumalanga</b>	19 679	21 794	25 471	13 948	13 082	15 668	70.9	60.0	<b>61.5</b>	9 479	8 254	9 801	48.2	37.9	<b>38.5</b>
<b>North West</b>	6 939	7 482	8 054	5 484	5 122	6 240	79.0	68.5	<b>77.5</b>	3 679	3 160	4 059	53.0	42.2	<b>50.4</b>
<b>Northern Cape</b>	2 111	2 186	2 086	1 460	1 167	1 361	69.2	53.4	<b>65.2</b>	937	699	884	44.4	32.0	<b>42.4</b>
<b>Western Cape</b>	9 982	9 463	9 801	8 163	7 212	7 674	81.8	76.2	<b>78.3</b>	6 283	5 441	5 852	62.9	57.5	<b>59.7</b>
<b>National</b>	<b>164 478</b>	<b>174 310</b>	<b>196 968</b>	<b>124 237</b>	<b>114 758</b>	<b>135 915</b>	<b>75.5</b>	<b>65.8</b>	<b>69.0</b>	<b>85 034</b>	<b>73 982</b>	<b>88 164</b>	<b>51.7</b>	<b>42.4</b>	<b>44.8</b>

The percentage of candidates performing at 40% and above in Physical Sciences has declined significantly in the past three years (see Table 6.3.8 above).

Table 6.3.9: Candidates' Performance in Mathematics by Province at 50% – 2019 to 2021

Mathematics									
Province	Total Wrote			Total achieved at 50% and above			% achieved at 50% and above		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Eastern Cape</b>	35 270	38 717	43 886	4 354	5 272	7 032	12.3	13.6	16.0
<b>Free State</b>	9 886	11 040	12 745	2 597	2 778	3 187	26.3	25.2	25.0
<b>Gauteng</b>	35 412	37 680	39 842	10 542	11 510	12 643	29.8	30.5	31.7
<b>KwaZulu-Natal</b>	57 882	56 506	61 506	9 540	11 539	12 716	16.5	20.4	20.7
<b>Limpopo</b>	34 148	38 447	44 874	5 886	7 233	8 734	17.2	18.8	19.5
<b>Mpumalanga</b>	22 621	24 663	28 580	4 085	5 087	5 894	18.1	20.6	20.6
<b>North West</b>	8 783	9 232	9 815	1 870	2 373	2 800	21.3	25.7	28.5
<b>Northern Cape</b>	2 613	2 708	2 689	523	574	623	20.0	21.2	23.2
<b>Western Cape</b>	15 419	14 322	15 206	5 693	5 707	5 944	36.9	39.8	39.1
<b>National</b>	<b>222 034</b>	<b>233 315</b>	<b>259 143</b>	<b>45 090</b>	<b>52 073</b>	<b>59 573</b>	<b>20.3</b>	<b>22.3</b>	<b>23.0</b>

There is a consistent improvement in the percentage of candidates performing at 50% and above in Mathematics over the past three years at national level. All provinces except for Free State have registered significant improvements in the percentage of candidates performing at 50% and above in the past three years.

Table 6.3.10: Candidates' Performance in Physical Sciences by Province at 50% – 2019 to 2021

Province	Physical Science								
	Total Wrote			Total achieved at 50% and above			% achieved at 50% and above		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Eastern Cape</b>	23 703	25 870	30 738	6 206	4 715	6 505	26.2	18.2	21.2
<b>Free State</b>	7 889	8 727	9 826	2 869	2 284	2 842	36.4	26.2	28.9
<b>Gauteng</b>	25 765	27 096	29 425	11 137	9 072	10 046	43.2	33.5	34.1
<b>KwaZulu-Natal</b>	39 499	40 402	44 908	12 931	11 403	12 727	32.7	28.2	28.3
<b>Limpopo</b>	28 911	31 290	36 659	8 051	6 997	8 726	27.8	22.4	23.8
<b>Mpumalanga</b>	19 679	21 794	25 471	5 911	4 984	5 767	30.0	22.9	22.6
<b>North West</b>	6 939	7 482	8 054	2 180	1 905	2 365	31.4	25.5	29.4
<b>Northern Cape</b>	2 111	2 186	2 086	569	441	502	27.0	20.2	24.1
<b>Western Cape</b>	9 982	9 463	9 801	4 613	4 059	4 364	46.2	42.9	44.5
<b>National</b>	<b>164 478</b>	<b>174 310</b>	<b>196 968</b>	<b>54 467</b>	<b>45 860</b>	<b>53 844</b>	<b>33.1</b>	<b>26.3</b>	<b>27.3</b>

There is no stability nor any consistent improvement in candidates' performance in Physical Sciences at 50% and above in all the nine provinces over the past three years (see Table 6.3.10 above).

Table 6.3.11: Candidates' Performance in Mathematics and Physical Sciences by Gender

Subject		Mathematics			Physical Science		
Years	Gender	Female	Male	Total	Female	Male	Total
2017	Total Wrote	137 483	107 620	245 103	97 873	81 688	179 561
	Achieved at 30% & above	64 782	62 415	127 197	61 122	55 740	116 862
	<b>% Achieved</b>	<b>47.1</b>	<b>58.0</b>	<b>51.9</b>	<b>62.5</b>	<b>68.2</b>	<b>65.1</b>
2018	Total Wrote	133 175	100 683	233 858	96 268	76 051	172 319
	Achieved at 30% & above	71 358	64 280	135 638	70 263	57 656	127 919
	<b>% Achieved</b>	<b>53.6</b>	<b>63.8</b>	<b>58.0</b>	<b>73.0</b>	<b>75.8</b>	<b>74.2</b>
2019	Total Wrote	127 976	94 058	222 034	93 376	71 102	164 478
	Achieved at 30% & above	63 866	57 313	121 179	69 088	55 149	124 237
	<b>% Achieved</b>	<b>49.9</b>	<b>60.9</b>	<b>54.6</b>	<b>74.0</b>	<b>77.6</b>	<b>75.5</b>
2020	Total Wrote	135 865	97 450	233 315	100 432	73 878	174 310
	Achieved at 30% & above	68 389	57 137	125 526	65 158	49 600	114 758
	<b>% Achieved</b>	<b>50.3</b>	<b>58.6</b>	<b>53.8</b>	<b>64.9</b>	<b>67.1</b>	<b>65.8</b>
2021	Total Wrote	151 849	107 294	259 143	115 072	81 896	196 968
	Achieved at 30% & above	84 897	64 280	149 177	79 521	56 394	135 915
	<b>% Achieved</b>	<b>55.9</b>	<b>59.9</b>	<b>57.6</b>	<b>69.1</b>	<b>68.9</b>	<b>69.0</b>

Table 6.3.11 above compares the performance of male and female candidates in Mathematics and Physical Sciences over the past five years. The performance of male candidates in both Mathematics and Physical Sciences is higher than that of female candidates in the past five years.

Table 6.3.12: Candidates' Performance in Accounting by Province and level of Achievement

Province	Accounting									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
<b>Eastern Cape</b>	11 635	8 414	5 640	72.3	48.5	13 256	10 123	7 015	76.4	52.9
<b>Free State</b>	6 315	5 458	3 962	86.4	62.7	8 189	6 709	4 455	81.9	54.4
<b>Gauteng</b>	17 547	14 465	10 737	82.4	61.2	19 538	16 010	11 625	81.9	59.5
<b>KwaZulu-Natal</b>	25 614	18 208	12 409	71.1	48.4	29 444	20 633	14 128	70.1	48.0
<b>Limpopo</b>	11 880	8 251	5 388	69.5	45.4	13 316	8 677	5 419	65.2	40.7
<b>Mpumalanga</b>	7 576	5 568	3 901	73.5	51.5	9 046	6 462	4 341	71.4	48.0
<b>North West</b>	4 330	3 277	2 238	75.7	51.7	4 763	3 791	2 595	79.6	54.5
<b>Northern Cape</b>	1 108	842	586	76.0	52.9	1 061	857	591	80.8	55.7
<b>Western Cape</b>	6 762	5 531	4 242	81.8	62.7	7 281	5 831	4 349	80.1	59.7
<b>Total</b>	<b>92 767</b>	<b>70 014</b>	<b>49 103</b>	<b>75.5</b>	<b>52.9</b>	<b>105 894</b>	<b>79 093</b>	<b>54 518</b>	<b>74.7</b>	<b>51.5</b>

There has been a decline in the percentage of learners performing at both 30 – 100% and 40 – 100% nationally in Accounting from 2020 to 2021. Six of the nine provinces (Free State, Gauteng, Kwa-Zulu Natal, Limpopo, Mpumalanga and Western Cape), have registered significant decreases in the percentage of candidates performing at 30 – 100% and 40 – 100% categories in Accounting.

**Table 6.3.13: Candidates' Performance in Business Studies by Province and level of Achievement**

Province	Business Studies									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	21 950	17 088	12 769	77.8	58.2	25 187	20 294	15 516	80.6	61.6
Free State	11 172	9 431	7 004	84.4	62.7	14 776	12 854	9 559	87.0	64.7
Gauteng	49 077	40 434	30 350	82.4	61.8	56 352	47 625	36 556	84.5	64.9
KwaZulu-Natal	55 943	42 482	31 047	75.9	55.5	67 662	52 848	39 761	78.1	58.8
Limpopo	15 642	12 325	9 138	78.8	58.4	19 504	15 298	11 536	78.4	59.1
Mpumalanga	15 939	11 594	7 861	72.7	49.3	19 425	14 675	10 230	75.5	52.7
North West	11 425	9 303	6 745	81.4	59.0	12 305	10 449	7 848	84.9	63.8
Northern Cape	3 783	2 334	1 443	61.7	38.1	4 257	2 909	1 925	68.3	45.2
Western Cape	22 114	16 233	11 743	73.4	53.1	24 375	19 281	14 467	79.1	59.4
Total	207 045	161 224	118 100	77.9	57.0	243 843	196 233	147 398	80.5	60.4

There is a significant improvement in the percentage of candidates performing at 30 – 100% and 40 – 100% in Business Studies nationally over the past two years. All nine provinces have registered significant improvements in performance in the two categories of performance.

Table 6.3.14: Candidates' Performance in Economics by Province and level of Achievement

Province	Economics									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
<b>Eastern Cape</b>	14 875	10 435	6 609	70.2	44.4	17 129	12 574	8 201	73.4	47.9
<b>Free State</b>	6 223	4 696	2 756	75.5	44.3	8 480	6 138	3 131	72.4	36.9
<b>Gauteng</b>	25 000	17 853	11 723	71.4	46.9	27 269	18 796	11 186	68.9	41.0
<b>KwaZulu-Natal</b>	28 640	20 664	12 730	72.2	44.4	34 704	23 989	14 271	69.1	41.1
<b>Limpopo</b>	17 487	11 074	6 301	63.3	36.0	22 005	13 055	7 391	59.3	33.6
<b>Mpumalanga</b>	8 951	5 789	3 189	64.7	35.6	11 192	6 735	3 657	60.2	32.7
<b>North West</b>	6 582	4 242	2 340	64.4	35.6	7 305	4 993	2 926	68.4	40.1
<b>Northern Cape</b>	1 820	803	410	44.1	22.5	1 928	1 099	572	57.0	29.7
<b>Western Cape</b>	8 906	5 980	3 900	67.1	43.8	9 179	7 100	4 810	77.4	52.4
<b>Total</b>	<b>118 484</b>	<b>81 536</b>	<b>49 958</b>	<b>68.8</b>	<b>42.2</b>	<b>139 191</b>	<b>94 479</b>	<b>56 145</b>	<b>67.9</b>	<b>40.3</b>

Table 6.3.14 indicates a decline in candidates' performance in Economics in both the 30 – 100% and 40 – 100% categories nationally. Only four of the nine provinces (Eastern Cape, North West, Northern Cape and Western Cape) registered an improvement in the two performance categories from 2020 to 2021.

Table 6.3.15: Candidates' Performance in History by Province and level of Achievement

Province	History									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	22 666	19 936	16 120	88.0	71.1	31 104	27 774	22 784	89.3	73.3
Free State	5 236	4 979	4 377	95.1	83.6	7 418	6 983	6 087	94.1	82.1
Gauteng	39 589	38 506	35 436	97.3	89.5	49 295	46 327	39 939	94.0	81.0
KwaZulu-Natal	43 452	39 966	33 603	92.0	77.3	58 472	51 689	42 506	88.4	72.7
Limpopo	14 162	12 845	10 544	90.7	74.5	22 490	18 533	13 605	82.4	60.5
Mpumalanga	10 011	8 765	6 987	87.6	69.8	13 604	11 964	9 759	87.9	71.7
North West	11 304	10 061	7 908	89.0	70.0	13 256	11 665	8 906	88.0	67.2
Northern Cape	4 886	4 537	3 707	92.9	75.9	5 575	4 871	3 636	87.4	65.2
Western Cape	22 192	20 142	15 928	90.8	71.8	26 234	23 667	19 354	90.2	73.8
Total	173 498	159 737	134 610	92.1	77.6	227 448	203 473	166 576	89.5	73.2

Table 6.3.15 indicates a significant decline in candidates' performance in History in both the 30 – 100% and 40 – 100% categories nationally. Only two of the nine provinces (Eastern Cape and Mpumalanga) registered improvement in candidates' performance in the two categories.

Table 6.3.16: Candidates' Performance in Life Sciences by Province and level of Achievement

Province	Life Science									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
<b>Eastern Cape</b>	43 678	30 041	19 771	68.8	45.3	55 061	38 998	27 977	70.8	50.8
<b>Free State</b>	13 751	11 356	8 231	82.6	59.9	16 077	13 334	10 112	82.9	62.9
<b>Gauteng</b>	49 718	38 045	26 500	76.5	53.3	56 343	43 504	32 731	77.2	58.1
<b>KwaZulu-Natal</b>	73 663	54 377	37 584	73.8	51.0	88 233	64 615	46 586	73.2	52.8
<b>Limpopo</b>	55 502	38 582	25 421	69.5	45.8	73 732	48 501	33 025	65.8	44.8
<b>Mpumalanga</b>	32 594	22 551	14 721	69.2	45.2	40 790	28 664	20 176	70.3	49.5
<b>North West</b>	18 927	12 095	7 427	63.9	39.2	21 352	14 590	9 982	68.3	46.7
<b>Northern Cape</b>	6 078	3 262	1 868	53.7	30.7	6 000	3 465	2 222	57.8	37.0
<b>Western Cape</b>	25 317	16 391	11 505	64.7	45.4	26 628	18 913	14 206	71.0	53.3
<b>Total</b>	<b>319 228</b>	<b>226 700</b>	<b>153 028</b>	<b>71.0</b>	<b>47.9</b>	<b>384 216</b>	<b>274 584</b>	<b>197 017</b>	<b>71.5</b>	<b>51.3</b>

Table 6.3.16 shows a significant improvement in candidates' performance in Life Sciences at both the 30 – 100% and 40 – 100% categories nationally. Only one of the provinces (Limpopo) registered a decline in performance in the two categories between 2020 and 2021.

Table 6.3.17: Candidates' Performance in Mathematical Literacy by Province and level of Achievement

Province	Mathematical Literacy									
	2020					2021				
	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%	Wrote	No. Pass 30 - 100%	No. Pass 40 - 100%	% Pass 30 - 100%	% Pass 40 - 100%
Eastern Cape	33 223	24 479	16 203	73.7	48.8	46 960	33 934	21 904	72.3	46.6
Free State	16 178	14 381	11 325	88.9	70.0	21 450	18 394	12 845	85.8	59.9
Gauteng	72 274	63 113	48 975	87.3	67.8	87 381	72 179	51 420	82.6	58.8
KwaZulu-Natal	79 005	60 518	41 527	76.6	52.6	105 651	72 429	45 860	68.6	43.4
Limpopo	39 606	30 716	20 977	77.6	53.0	59 560	40 016	23 655	67.2	39.7
Mpumalanga	28 588	22 790	15 781	79.7	55.2	37 857	27 082	17 321	71.5	45.8
North West	26 651	21 878	14 995	82.1	56.3	30 125	23 372	15 123	77.6	50.2
Northern Cape	8 677	6 566	4 319	75.7	49.8	9 813	6 998	4 278	71.3	43.6
Western Cape	37 161	31 243	23 029	84.1	62.0	42 270	33 978	24 286	80.4	57.5
<b>Total</b>	<b>341 363</b>	<b>275 684</b>	<b>197 131</b>	<b>80.8</b>	<b>57.7</b>	<b>441 067</b>	<b>328 382</b>	<b>216 692</b>	<b>74.5</b>	<b>49.1</b>

Table 6.3.17 indicates a significant decline in candidates' performance in Mathematical Literacy in both the 30 – 100% and 40 – 100% categories nationally. All nine provinces registered significant declines in the performance of candidates in both categories.

## 6.4 Performance of Learners with Special Needs

A total of 1 937 Special Needs Education (SNE) candidates of the 2 397 who wrote achieved the NSC qualification in 2021. This translates to 80.8% of the 2021 SNE cohort. Table 6.4.1 below provides the overall performance of the SNE candidates by province.

**Table 6.4.1: Performance of Special Needs Education Candidates**

Province	Entered	Wrote	Bachelors	Diploma	H/Certificate	NSC	Endorsed	Achieved	% Achieved	Not Achieved	Incomplete
<b>Eastern Cape</b>	130	121	44	32	18	0	2	96	79.3%	25	9
<b>Free State</b>	736	711	238	210	100	0	41	589	82.8%	122	25
<b>Gauteng</b>	1 048	1 000	323	269	139	0	45	776	77.6%	172	100
<b>KwaZulu-Natal</b>	93	92	40	39	9	0	0	88	95.7%	4	1
<b>Limpopo</b>	43	43	13	8	5	0	0	26	60.5%	17	0
<b>Mpumalanga</b>	202	199	98	42	26	0	0	166	83.4%	33	3
<b>North West</b>	77	77	31	11	13	0	4	59	76.6%	18	0
<b>Northern Cape</b>	48	45	22	11	2	0	0	35	77.8%	10	3
<b>Western Cape</b>	112	109	70	14	2	0	16	102	93.6%	6	4
<b>National</b>	2 489	2 397	879	636	314	0	108	1 937	80.8%	407	145

## 6.5 Performance of Part-Time Candidates

A total of 96 656 Part Time (PT) candidates of the 163 965 who enrolled wrote the November 2021 NSC examination. Table 6.5.1 below shows the number of PT candidates who enrolled versus those who wrote for the past four years. The significant numbers of PT candidates who enrol and not sit for the examinations is of great concern.

**Table 6.5.1: Candidates enrolled as Part Time – 2018 to 2021**

Province Name	2018		2019		2020		2021	
	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote	Total Entered	Total Wrote
Eastern Cape	22 263	13 314	21 166	11 839	14 854	6 535	18 334	9 466
Free State	5 792	3 558	6 404	3 772	7 215	3 507	7 976	5 067
Gauteng	44 057	33 191	42 787	30 248	34 316	23 371	42 887	28 792
KwaZulu-Natal	40 992	25 343	37 016	20 564	22 060	12 460	24 677	15 289
Limpopo	29 483	21 118	31 998	20 114	16 119	11 023	36 044	19 999
Mpumalanga	13 177	8 451	14 068	8 606	7 141	3 778	10 985	6 317
North West	5 651	4 232	6 281	4 370	3 429	2 443	5 352	3 237
Northern Cape	2 203	1 448	2 079	1 288	1 709	875	3 512	1 821
Western Cape	12 492	7 006	9 164	5 584	10 965	5 322	14 198	6 668
<b>National</b>	<b>176 110</b>	<b>117 661</b>	<b>170 963</b>	<b>106 385</b>	<b>117 808</b>	<b>69 314</b>	<b>163 965</b>	<b>96 656</b>

Table 6.5.2 below compares the performance of PT candidates in gateway subjects for the past four years. The performance of PT candidates in gateway subjects has improved significantly in the past three years except for Economics, History and Mathematical Literacy.

**Table 6.5.2: Part Time Candidates' Performance in Gateway Subjects – 2018 to 2021**

Subjects (Part-Time)	2018			2019			2020			2021		
	Wrote	Achieved 30% & Above	% Achieved									
Accounting	14 261	5 121	<b>35.9</b>	11 264	4 193	<b>37.2</b>	6 199	2 930	<b>47.3</b>	8 306	4 203	<b>50.6</b>
Agricultural Sciences	9 965	4 466	<b>44.8</b>	10 061	4 283	<b>42.6</b>	5 575	2 784	<b>49.9</b>	8 789	5 036	<b>57.3</b>
Business Studies	23 446	7 479	<b>31.9</b>	22 811	7 766	<b>34.0</b>	13 129	7 042	<b>53.6</b>	17 095	10 115	<b>59.2</b>
Economics	17 946	6 502	<b>36.2</b>	14 926	4 439	<b>29.7</b>	9 544	3 974	<b>41.6</b>	12 774	5 247	<b>41.1</b>
Geography	26 866	10 556	<b>39.3</b>	26 475	11 905	<b>45.0</b>	15 336	7 665	<b>50.0</b>	22 560	12 018	<b>53.3</b>
History	5 921	3 393	<b>57.3</b>	4 843	2 860	<b>59.1</b>	3 229	2 269	<b>70.3</b>	4 270	2 773	<b>64.9</b>
Life Orientation	44 351	21 226	<b>47.9</b>	853	818	<b>95.9</b>	522	505	<b>96.7</b>	39 108	20 945	<b>53.6</b>
Life Sciences	910	902	<b>99.1</b>	40 195	16 306	<b>40.6</b>	26 966	14 335	<b>53.2</b>	1 111	1 061	<b>95.5</b>
Mathematical Literacy	53 530	21 721	<b>40.6</b>	32 686	14 635	<b>44.8</b>	20 097	11 369	<b>56.6</b>	43 075	20 900	<b>48.5</b>
Mathematics	34 097	13 487	<b>39.6</b>	45 405	15 918	<b>35.1</b>	31 252	14 211	<b>45.5</b>	25 680	12 593	<b>49.0</b>
Physical Sciences	40 639	20 241	<b>49.8</b>	32 904	14 694	<b>44.7</b>	21 318	10 235	<b>48.0</b>	32 159	16 757	<b>52.1</b>

## 6.6 Performance of Progressed Learners

Table 6.6.1: Number of progressed Learners enrolled for the NSC from 2018 to 2021

Province	Progressed 2018	Progressed 2019	Progressed 2020	Progressed 2021
Eastern Cape	16 708	17 007	9 759	7 160
Free State	6 588	6 765	5 258	3 604
Gauteng	15 692	17 038	11 655	9 480
KwaZulu-Natal	36 186	33 069	15 447	13 838
Limpopo	24858	20961	12050	15 515
Mpumalanga	14 409	15 853	6 564	6 880
North West	8 162	8 549	4 189	2 025
Northern Cape	2 647	2 778	2 427	1 115
Western Cape	3 384	3 671	3 216	2 172
<b>National</b>	<b>128 634</b>	<b>125 691</b>	<b>70 565</b>	<b>61 789</b>

Table 6.6.1 provides a comparison of the number of progressed learners who enrolled for the NSC in the past four years. The number of progressed learners enrolling for the NSC is declining over the years.

Table 6.6.2: Overall Performance of Repeat Candidates (Full Time)

Provinces	2021			
	Total Enrolled	Total Wrote	Total Achieved	% Achieved
Eastern Cape	2 220	2 116	1 915	<b>90.5</b>
Free State	1	0	0	
Gauteng	4	4	3	<b>75.0</b>
KwaZulu-Natal	3 438	3 200	2 911	<b>91.0</b>
Limpopo	8 844	8 693	7 024	<b>80.8</b>
Mpumalanga	170	151	136	<b>90.1</b>
North West	2	2	1	<b>50.0</b>
Northern Cape	-	-	-	-
Western Cape	593	535	463	<b>86.5</b>
<b>National</b>	<b>15 272</b>	<b>14 701</b>	<b>12 453</b>	<b>84.7</b>

Table 6.6.2 shows that a total of **12 453** of the **14 701** repeat candidates who wrote as Full Time (FT) candidates achieved the NSC in 2021. This translates to 84,7% of the repeat FT candidates.

Table 6.6.3: Number of Progressed Learners who wrote and achieved the NSC per province in 2021

Provinces	Progressed Candidates			
	Entered	Wrote	Achieved	% Achieved
Eastern Cape	7 160	6 542	1 946	29.7
Free State	3 604	3 235	1 665	51.5
Gauteng	9 480	8 470	3 540	41.8
KwaZulu-Natal	13 838	12 135	4 895	40.3
Limpopo	15 515	15 065	4 950	32.9
Mpumalanga	6 880	6 516	2 916	44.8
North West	2 025	1 929	742	38.5
Northern Cape	1 115	1 064	307	28.9
Western Cape	2 172	1 870	538	28.8
<b>National</b>	<b>61 789</b>	<b>56 826</b>	<b>21 499</b>	<b>37.8</b>

The number of progressed learners who wrote and achieved the NSC in 2021 is significantly low at 37,8% (See the Table 6.6.3above).

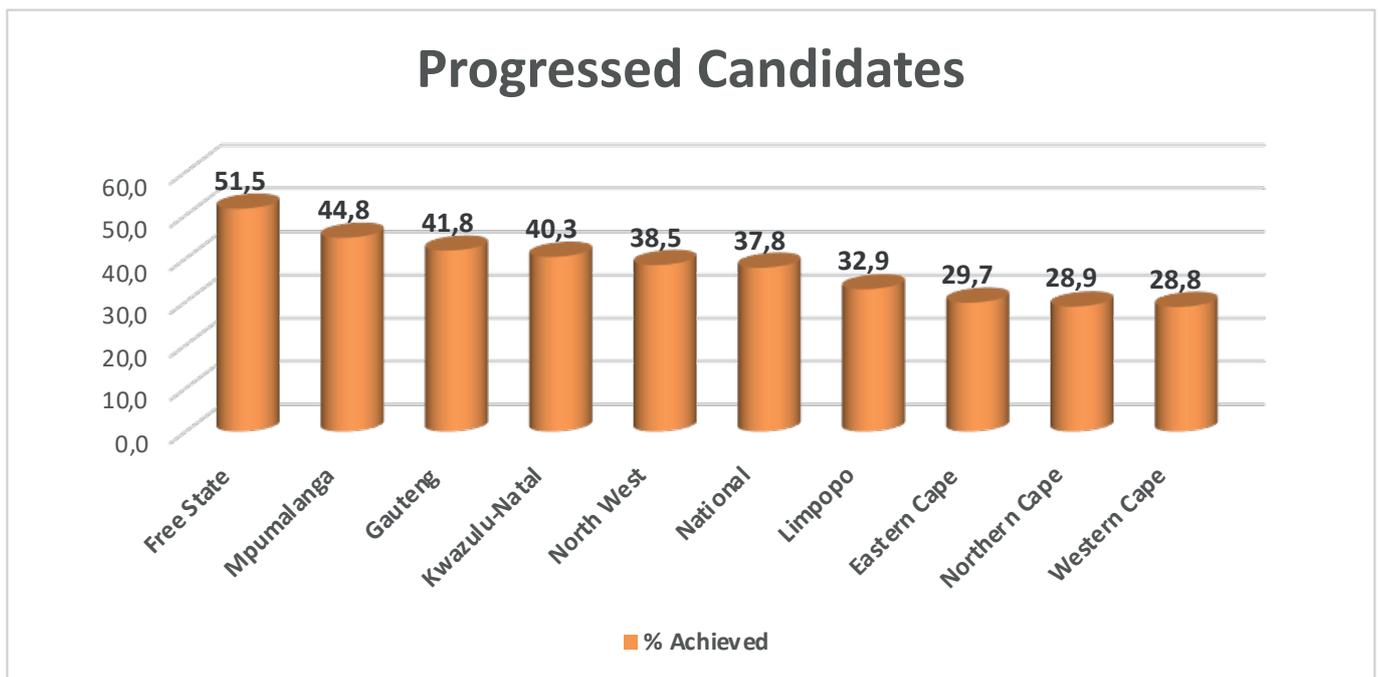


Figure 6.6.1: Overall Performance of Progressed Learners per province.

Figure 6.6.1 indicates the performance of progressed learners per province and their rankings. Free State is ranked as the top performing province with regard to progressed learners at 51,5% whilst Western Cape is the lowest performing province at 28,8%.

Table 6.6.4: Performance of Progressed and non-progressed Learners per province

Provinces	Total Entered	Progressed				Non-Progressed			
		Entered	Wrote	Achieved	% Achieved	Entered	Wrote	Achieved	% Achieved
Eastern Cape	95 841	7 160	6 542	1 946	29.7	88 681	84 958	64 824	76.3
Free State	36 405	3 604	3 235	1 665	51.5	32 801	31 820	28 372	89.2
Gauteng	132 856	9 480	8 470	3 540	41.8	123 376	119 053	101 986	85.7
KwaZulu-Natal	177 331	13 838	12 135	4 895	40.3	163 493	154 435	123 095	79.7
Limpopo	106 581	15 515	15 065	4 950	32.9	91 066	90 036	65 174	72.4
Mpumalanga	69 222	6 880	6 516	2 916	44.8	62 342	60 240	46 217	76.7
North West	42 152	2 025	1 929	742	38.5	80 254	78 304	62 802	80.2
Northern Cape	12 987	1 115	1 064	307	28.9	11 872	11 662	8 782	75.3
Western Cape	59 823	2 172	1 870	538	28.8	115 302	69 864	57 896	82.9
<b>National</b>	<b>733 198</b>	<b>61 789</b>	<b>56 826</b>	<b>21 499</b>	<b>37.8</b>	<b>769 187</b>	<b>700 372</b>	<b>559 148</b>	<b>79.8</b>

Table 6.6.4 above compares the performance of progressed and non-progressed learners per province in the November 2021 NSC examination.

Table 6.6.5 below compares performance of progressed learners in the past two years. The overall performance of progressed learners improved from 37,0% in 2020 to 37,8% in 2021.

Table 6.6.5: Performance of Progressed – 2020 to 2021

Province	2020				2021				Progression Difference
	Entered	Write	Achieved	% Progressed	Entered	Write	Achieved	% Progressed	
Eastern Cape	9 759	9 025	2 260	25.0	7 160	6 542	1 946	29.7	-2 599
Free State	5 258	4 890	2 682	54.8	3 604	3 235	1 665	51.5	-1 654
Gauteng	11 655	10 698	4 382	41.0	9 480	8 470	3 540	41.8	-2 175
Kwa Zulu-Natal	15 447	13 851	5 501	39.7	13 838	12 135	4 895	40.3	-1 609
Limpopo	12 050	11 783	4 195	35.6	15 515	15 065	4 950	32.9	3 465
Mpumalanga	6 564	6 262	2 677	42.7	6 880	6 516	2 916	44.8	316
North West	4 189	3 995	1 306	32.7	2 025	1 929	742	38.5	-2 164
Northern Cape	2 427	2 265	554	24.5	1 115	1 064	307	28.9	-1 312
Western Cape	3 216	2 730	687	25.2	2 172	1 870	538	28.8	-1 044
National	70 565	65 499	24 244	37.0	61 789	56 826	21 499	37.8	-8 776

Figure 6.6.2 below indicates the performance of the Class of 2021 excluding progressed learners. All provinces performed above 70% with the progressed learners excluded.

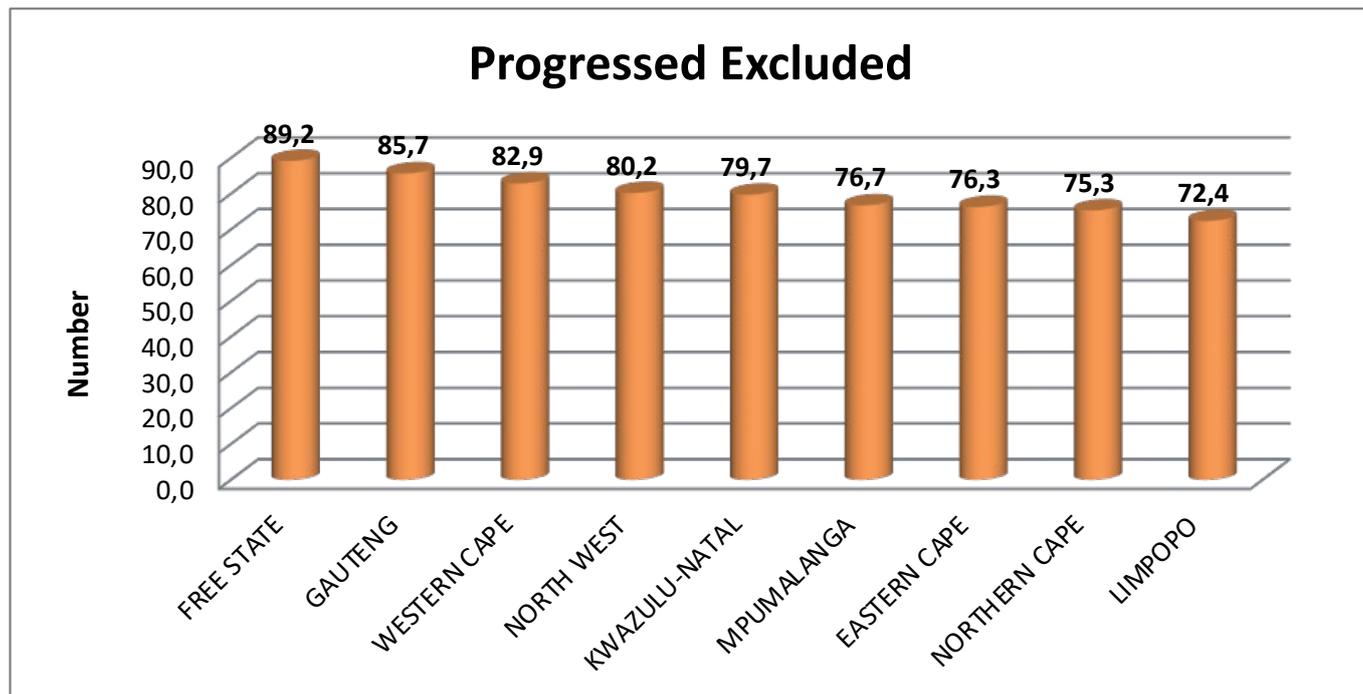


Figure 6.6.2: Overall provincial performance excluding Progressed learners.

Figures 6.6.3 and 6.7.4 below indicates the FT repeater candidates and PT repeater candidates respectively for the past two years.

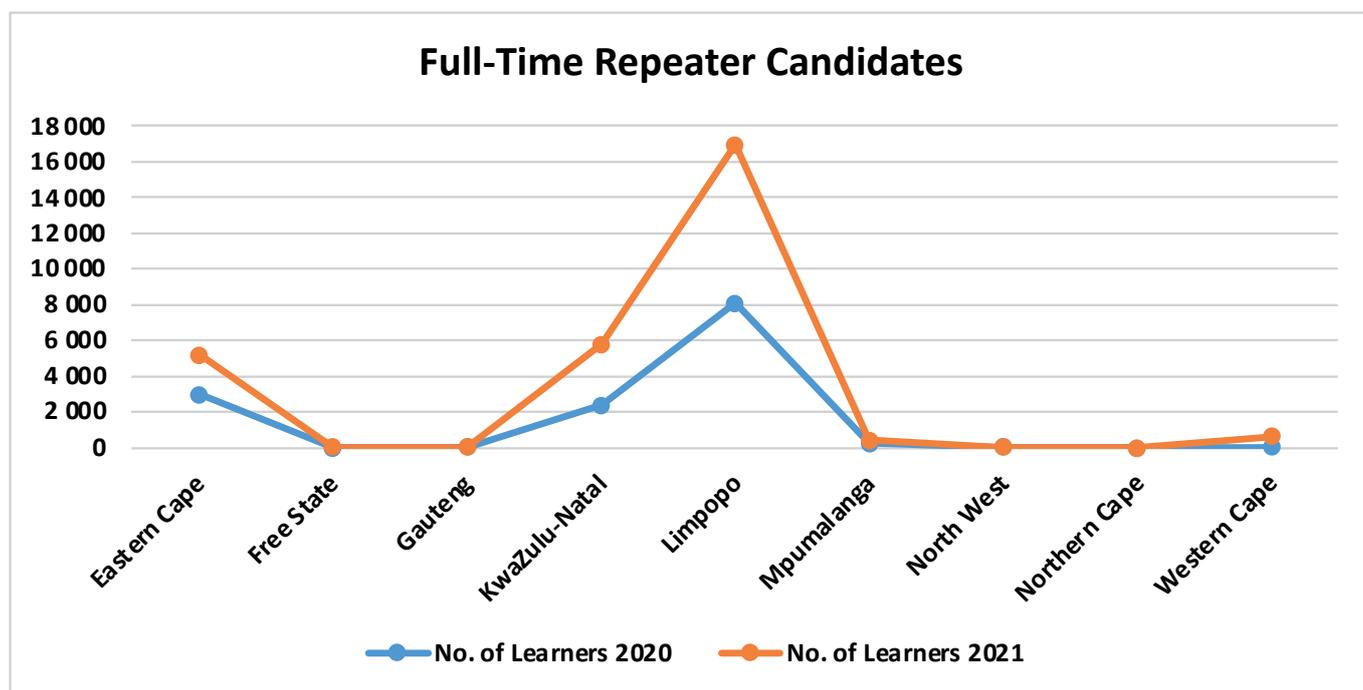


Figure 6.6.3: Full-Time Repeater Candidates

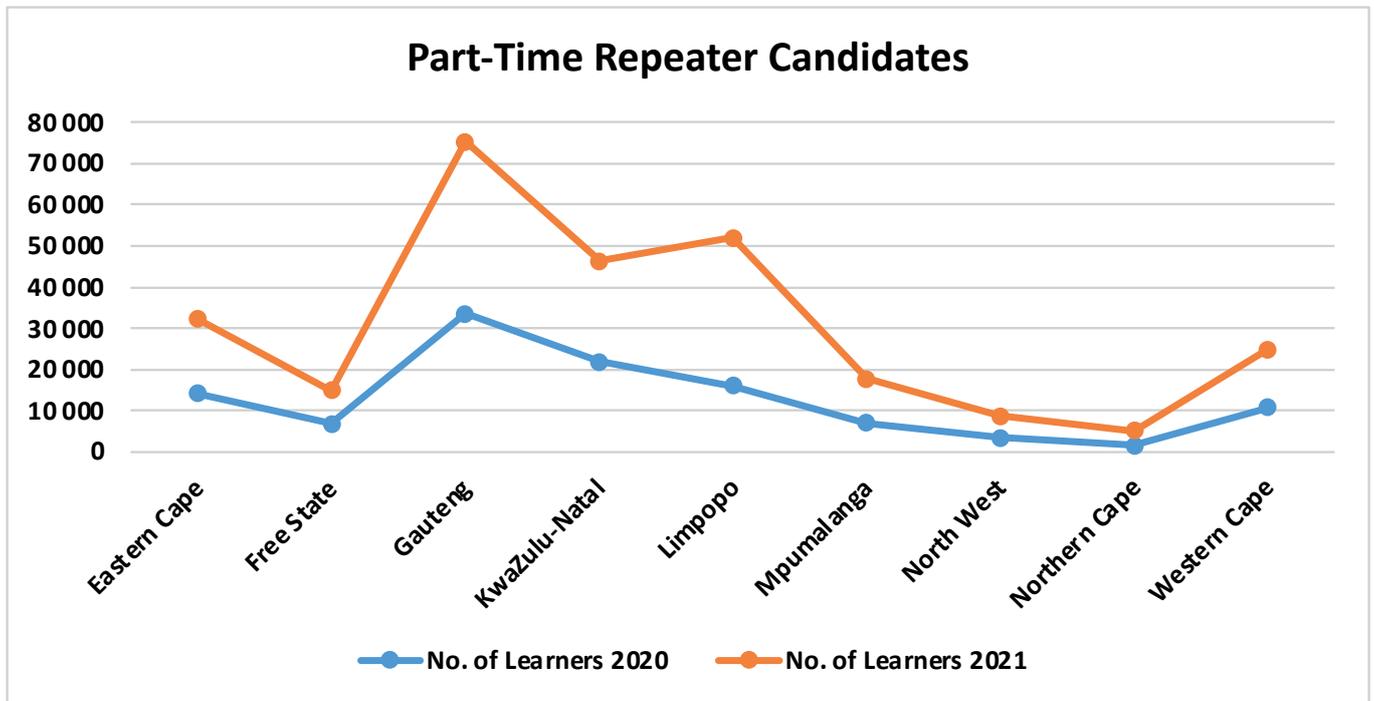


Figure 6.6.4: Part-Time Repeater Candidates

## 6.7 District Performance

The District performance is provided below for all nine provinces from Table 6.8.1 to 6.8.9 starting with the Eastern Cape and ending with the Western Cape.

6.7.1: District Performance – Eastern Cape

EASTERN CAPE DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
	65 733	46 393	70.6	63 198	48 331	76.5	72 926	49 691	68.1	91 500	66 770	73.0
Alfred Nzo East	3 511	2 524	71.9	3 653	2 835	77.6	4 438	3 030	68.3	6 107	4 441	72.7
Alfred Nzo West	6 151	4 475	72.8	6 716	5 163	76.9	8 032	5 419	67.5	8 960	6 607	73.7
Amathole East	7 062	4 852	68.7	6 173	4 764	77.2	6 483	4 364	67.3	7 622	5 670	74.4
Amathole West	3 634	2 020	55.6	3 068	1 986	64.7	3 065	1 936	63.2	3 677	2 744	74.6
Buffalo City	7 843	5 729	73.0	7 306	5 694	77.9	8 301	6 113	73.6	10 274	8 112	79.0
Chris Hani East	3 845	2 700	70.2	3 618	2 601	71.9	4 118	2 562	62.2	4 971	3 457	69.5
Chris Hani West	4 294	2 966	69.1	3 974	2 996	75.4	4 465	3 147	70.5	5 852	4 206	71.9
Joe Gqabi	3 174	2 138	67.4	3 045	2 326	76.4	3 781	2 325	61.5	5 094	3 527	69.2
Nelson Mandela Metro	8 152	6 205	76.1	8 002	6 512	81.4	9 373	7 081	75.5	11 489	8 985	78.2
OR Tambo Coastal	7 680	5 344	69.6	6 899	5 356	77.6	9 127	5 947	65.2	12 704	8 598	67.7
OR Tambo Inland	7 829	5 571	71.2	8 260	6 248	75.6	8 933	5 823	65.2	11 265	7 917	70.3
Sara Baartman	2 558	1 869	73.1	2 484	1 850	74.5	2 810	1 944	69.2	3 485	2 506	71.9

6.7.2: District Performance – Free State

FREE STATE DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
Fezile Dabi	24 914	21 806	87.5	25 572	22 602	88.4	27 928	23 779	85.1	35 055	30 037	85.7
Lejweleputswa	4 116	3 799	92.3	4 484	4 051	90.3	4 638	4 012	86.5	5 939	5 194	87.5
Motheo	5 039	4 294	85.2	5 285	4 640	87.8	5 961	4 999	83.9	7 161	6 131	85.6
Thabo Mofutsanyana	8 353	7 108	85.1	8 293	7 285	87.8	8 593	7 324	85.2	10 319	9 073	87.9
Xhariep	6 481	5 833	90.0	6 657	5 868	88.1	7 657	6 572	85.8	10 332	8 524	82.5
	925	772	83.5	853	758	88.9	1 079	872	80.8	1 304	1 115	85.5

6.7.3: District Performance – Gauteng

GAUTENG DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	94 870	83 406	87.9	97 829	85 342	87.2	110 191	92 285	83.8	127 523	105 526	82.8
Ekurhuleni North	8 930	7 926	88.8	9 169	8 141	88.8	10 339	8 524	82.4	11 724	9 637	82.2
Ekurhuleni South	9 634	8 333	86.5	10 390	9 081	87.4	11 731	10 022	85.4	13 512	11 654	86.2
Gauteng East	6 465	5 554	85.9	6 838	5 776	84.5	7 673	6 012	78.4	8 829	6 848	77.6
Gauteng North	1 541	1 343	87.2	1 432	1 299	90.7	1 837	1 598	87.0	2 363	1 894	80.2
Gauteng West	6 399	5 700	89.1	6 483	5 713	88.1	7 737	6 461	83.5	9 287	7 361	79.3
Johannesburg Central	7 625	6 201	81.3	7 835	6 371	81.3	8 503	6 798	79.9	10 050	8 122	80.8
Johannesburg East	7 033	6 353	90.3	7 460	6 605	88.5	7 749	6 593	85.1	8 756	7 305	83.4
Johannesburg North	6 665	5 907	88.6	7 061	6 226	88.2	7 445	6 473	86.9	8 965	7 615	84.9
Johannesburg South	6 132	5 250	85.6	6 338	5 239	82.7	6 825	5 425	79.5	8 502	6 659	78.3
Johannesburg West	4 730	4 264	90.1	4 824	4 280	88.7	5 615	4 946	88.1	6 635	5 742	86.5
Sedibeng East	2 377	2 144	90.2	2 556	2 290	89.6	2 943	2 555	86.8	3 295	2 682	81.4
Sedibeng West	4 940	4 374	88.5	5 072	4 183	82.5	6 265	4 802	76.6	6 720	5 314	79.1
Tshwane North	6 223	5 574	89.6	5 924	5 365	90.6	7 051	5 864	83.2	8 003	6 659	83.2
Tshwane South	9 626	8 830	91.7	9 727	9 073	93.3	10 993	9 848	89.6	12 141	10 839	89.3
Tshwane West	6 550	5 653	86.3	6 720	5 700	84.8	7 485	6 364	85.0	8 741	7 195	82.3

6.7.4: District Performance – Kwa-Zulu Natal

KWAZULU-NATAL DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
	116 152	88 485	76.2	116 937	95 017	81.3	135 225	104 938	77.6	166 570	127 990	76.8
Amajuba	5 846	4 779	81.7	6 260	5 332	85.2	7 156	5 763	80.5	9 147	7 291	79.7
Harry Gwala	4 956	3 566	72.0	5 306	4 104	77.3	6 024	4 515	75.0	7 229	5 497	76.0
Ilembe	6 282	4 469	71.1	6 147	4 972	80.9	7 145	5 495	76.9	9 429	7 135	75.7
King Cetshwayo	13 722	10 141	73.9	13 713	10 876	79.3	15 240	11 396	74.8	18 914	14 637	77.4
Pinetown	14 408	11 158	77.4	13 789	11 444	83.0	16 957	12 857	75.8	19 548	14 626	74.8
Ugu	7 352	5 857	79.7	7 334	6 330	86.3	8 617	7 041	81.7	10 811	8 696	80.4
Umgungundlovu	9 999	7 757	77.6	9 436	7 816	82.8	10 652	8 555	80.3	13 874	10 613	76.5
Umkhanyakude	11 255	8 799	78.2	12 053	9 711	80.6	13 433	10 828	80.6	16 598	12 500	75.3
Umlazi	17 640	13 562	76.9	17 391	14 359	82.6	18 353	14 855	80.9	21 235	16 987	80.0
Umzinyathi	6 016	4 400	73.1	6 553	5 071	77.4	7 956	5 779	72.6	10 212	7 320	71.7
Uthukela	7 434	5 698	76.6	7 349	5 821	79.2	9 763	7 172	73.5	12 113	9 033	74.6
Zululand	11 242	8 299	73.8	11 606	9 181	79.1	13 929	10 682	76.7	17 460	13 655	78.2

6.7.5: District Performance – Limpopo

LIMPOPO DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	76 368	53 123	69.6	70 847	51 855	73.2	78 695	53 634	68.2	105 101	70 124	66.7
Capricorn North	8 514	5 424	63.7	6 793	4 683	68.9	7 874	5 065	64.3	9 726	6 598	67.8
Capricorn South	11 655	7 952	68.2	9 813	7 389	75.3	11 131	8 047	72.3	14 146	10 439	73.8
Mogalakwena	3 559	2 550	71.6	3 457	2 373	68.6	3 819	2 549	66.7	4 870	3 507	72.0
Mopani East	9 225	6 347	68.8	8 248	5 972	72.4	8 460	5 692	67.3	11 874	7 369	62.1
Mopani West	7 945	5 128	64.5	6 975	4 746	68.0	7 165	4 903	68.4	9 329	6 259	67.1
Sekhukhune East	7 350	4 450	60.5	6 707	4 228	63.0	7 952	4 458	56.1	10 546	6 179	58.6
Sekhukhune South	7 889	5 273	66.8	7 127	4 876	68.4	9 016	5 355	59.4	11 847	7 043	59.4
Vhembe East	10 590	8 484	80.1	11 466	9 349	81.5	11 897	9 168	77.1	16 466	11 657	70.8
Vhembe West	7 406	5 880	79.4	7 947	6 355	80.0	8 770	6 373	72.7	12 410	8 300	66.9
Waterberg 2	2 235	1 635	73.2	2 314	1 884	81.4	2 611	2 024	77.5	3 887	2 773	71.3

### 6.7.6: District Performance – Mpumalanga

MPUMALANGA DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
Bohlabela	44 612	35 225	79.0	43 559	34 995	80.3	53 391	39 367	73.7	66 756	49 133	73.6
Ehlanzeni	11 887	9 784	82.3	11 183	9 461	84.6	14 526	10 824	74.5	18 545	14 011	75.6
Gert Sibande	10 201	7 908	77.5	10 115	8 025	79.3	12 421	8 807	70.9	15 121	10 914	72.2
Nkangala	11 384	8 963	78.7	11 284	9 092	80.6	13 907	10 381	74.6	17 060	12 319	72.2

### 6.7.7: District Performance – North West

NORTH WEST DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
Bojanala Platinum	12 411	10 439	84.1	11 465	10 272	89.6	15 045	12 212	81.2	16 964	13 844	81.6
Dr. K. Kaunda	5 393	4 390	81.4	5 044	4 327	85.8	6 504	5 178	79.6	7 311	5 800	79.3
Dr. R.S. Mompoti	3 999	2 924	73.1	3 568	2 984	83.6	5 415	3 856	71.2	6 168	4 496	72.9
Ngaka M. Molema	7 258	5 825	80.3	6 742	5 689	84.4	9 907	6 847	69.1	10 638	8 003	75.2

6.7.8: District Performance – Northern Cape

NORTHERN CAPE DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved	Wrote	Achieved	% Achieved
	9 909	7 264	73.3	9 138	6 990	76.5	11 608	7 665	66.0	12 726	9 089	71.4
Frances Baard	3 782	2 700	71.4	3 487	2 598	74.5	4 010	2 605	65.0	4 473	3 111	69.6
John Taolo Gaetsewe	1 910	1 399	73.2	1 834	1 427	77.8	3 166	1 900	60.0	3 507	2 357	67.2
Namaqua	833	697	83.7	831	747	89.9	810	637	78.6	903	733	81.2
Pixley Ka Seme	1 314	923	70.2	1 210	875	72.3	1 461	983	67.3	1 608	1 105	68.7
Z F Mgcawu	2 070	1 545	74.6	1 776	1 343	75.6	2 161	1 540	71.3	2 235	1 783	79.8

6.7.9: District Performance – Western Cape

WESTERN CAPE DISTRICTS	2018			2019			2020			2021		
	Wrote	Achieved	% Achieved									
	50 754	41 350	81.5	50 404	41 502	82.3	51 633	41 250	79.9	57 709	46 875	81.2
Cape Winelands	7 570	6 109	80.7	7 424	5 994	80.7	7 317	5 744	78.5	8 487	6 490	76.5
Eden & Central Karoo	5 524	4 479	81.1	5 010	4 214	84.1	5 405	4 275	79.1	5 869	4 951	84.4
Metro Central	7 869	6 682	84.9	8 099	6 754	83.4	8 116	6 809	83.9	9 139	7 692	84.2
Metro East	9 052	6 917	76.4	9 080	7 110	78.3	9 796	7 214	73.6	10 677	8 258	77.3
Metro North	7 830	6 663	85.1	8 050	6 944	86.3	7 885	6 736	85.4	9 132	7 873	86.2
Metro South	8 616	6 972	80.9	8 320	6 738	81.0	8 615	6 804	79.0	9 675	7 772	80.3
Overberg	1 899	1 565	82.4	1 884	1 621	86.0	1 979	1 596	80.6	2 069	1 692	81.8
West coast	2 394	1 963	82.0	2 537	2 127	83.8	2 520	2 072	82.2	2 661	2 147	80.7

### 6.7.10: Summary of District Performance

Province	2020					2021						
	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above	Total Number of Districts	Below 50%	50% to 59.9%	60% to 69.9%	70% to 79.9%	80% and above
Eastern Cape	12	0	0	9	3	0	12	0	0	3	9	0
Free State	5	0	0	0	0	5	5	0	0	0	0	5
Gauteng	15	0	0	0	4	11	15	0	0	0	4	11
KwaZulu-Natal	12	0	0	0	7	5	12	0	0	0	10	2
Limpopo	10	0	2	4	4	0	10	0	2	4	4	0
Mpumalanga	4	0	0	0	4	0	4	0	0	0	4	0
North West	4	0	0	1	2	1	4	0	0	0	3	1
Northern Cape	5	0	0	3	2	0	5	0	0	3	1	1
Western Cape	8	0	0	0	4	4	8	0	0	0	2	6
<b>Total</b>	<b>75</b>	<b>0</b>	<b>2</b>	<b>17</b>	<b>30</b>	<b>26</b>	<b>75</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>37</b>	<b>26</b>

Table 6.7.10 above provides a summary of District performance by province. Limpopo has two of the ten Districts performing below 60%. The two Districts (Sekhukhune East and Sekhukhune South) are also the only Districts that are performing below 60% nationally. A total of 26 of the 75 Districts nationally performed above 80%. Most of the Districts (37) performed at the 70 – 79% performance interval during the November 2021 NSC examination.

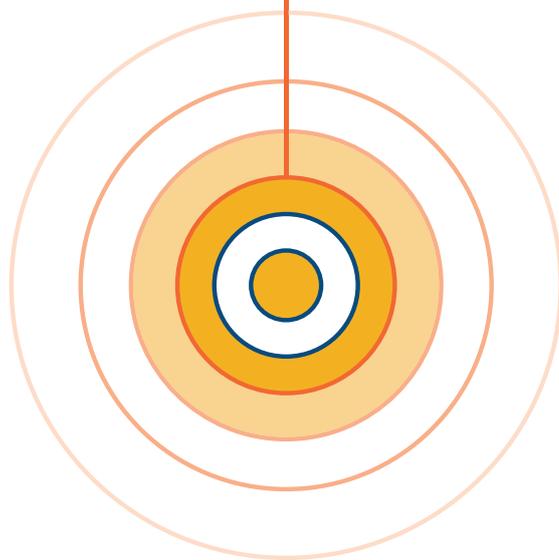
**Table 6.7.11: The two Districts that performed below 60% in 2021**

District Names	Total Wrote	Number Achieved	% Achieved
Limpopo			
Sekhukhune East	10 546	6 179	58.6
Sekhukhune South	11 847	7 043	59.4

**Table 6.7.12: Top Performing Districts in the November 2021 NSC Examination**

Province	District Names	% Achieved
Gauteng	Tshwane South	89.3
Free State	Motheo	87.9
Free State	Fezile Dabi	87.5
Gauteng	Johannesburg West	86.5
Gauteng	Ekurhuleni South	86.2
Western Cape	Metro North	86.2
Free State	Lejweleputswa	85.6
Free State	Xhariep	85.5
Gauteng	Johannesburg North	84.9
Western Cape	Eden & Central Karoo	84.4
Western Cape	Metro Central	84.2
Gauteng	Johannesburg East	83.4
Gauteng	Tshwane North	83.2
Free State	Thabo Mofutsanyana	82.5
Gauteng	Tshwane West	82.3
Gauteng	Ekurhuleni North	82.2
Western Cape	Overberg	81.8
North West	Bojanala Platinum	81.6
Gauteng	Sedibeng East	81.4
Northern Cape	Namaqua	81.2
Gauteng	Johannesburg Central	80.8
Western Cape	West Coast	80.7
KwaZulu-Natal	Ugu	80.4
Western Cape	Metro South	80.3
Gauteng	Gauteng North	80.2
KwaZulu-Natal	Umlazi	80.0

Table 6.7.12 above provides the top performing District in the November 2021 NSC examination. These are Districts that performed above 80%. Tshwane South from Gauteng at 89,3% is the top performing District nationally, followed by Motheo in the Free State at 87,9%.



# 7. SUMMARY OF ACHIEVEMENTS



## 7. SUMMARY OF ACHIEVEMENTS

There is a general improvement on yearly basis on the areas of access, redress, equity, efficiency, quality and inclusivity.

### 7.1 Access

The following can be deduced with regard to access to education in relation to the Class of 2021:

- (a) A total of **733 198 Full Time** candidates enrolled to write the NSC examination;
- (b) More learners wrote (**704 021**) than in 2020 (**578 468**);
- (c) **537 687 FT** candidates attained the NSC qualification, an increase of **96 644** from 2020;
- (d) **45 211** more candidates attaining admission to Bachelor Studies compared to 2020; and
- (e) A total of **410 268 (65.52%)** of Social grant learners attained the NSC qualification.

### 7.2 Redress

The following is noted with regard to matters relating to redress:

- (a) **354 476** candidates from "no-fee" schools obtained the NSC qualification compared to **161 691** from "Fee paying" schools;
- (b) **72.3%** of the "No-fee" learners achieved the NSC qualification;
- (c) **149 648 (30.5%)** of the **490 513** "no fee" learners attained admission to Bachelors Studies;
- (d) **273 065 (55.7%)** of the **490 513** "no-fee" learners have access to a Higher Education study;
- (e) **149 648** of the admission to Bachelor studies come from "no-fee" schools, compared to **92 646** from "fee-paying" schools; and
- (f) A total of **3 440 (6.1%)** more progressed learners compared to last year (4.6%) obtained admission to Bachelor Studies.

### 7.3 Equity

With regard to equity, the following can be deduced:

- (a) **405 224** girls as compared to **327 974** boys entered the NSC examination. Thus **77 250** more girls than boys enrolled for the NSC in 2021;
- (b) **297 152** girls compared **240 536** boys, passed the 2021 NSC examinations;
- (c) **146 156** girls attained admission to Bachelor Studies compared to **109 875** boys; and
- (d) **65.7 %** of the distinctions were attained by girl candidates, including distinctions in critical subjects such as Accounting, Business Studies, Economics, Mathematics, and Physical Sciences.

## 7.4 Quality

In relation to quality of the November 2021 NSC results, the following is noted:

- (a) Improvement in Agricultural Sciences from **72.7% to 75.4%**, Business Studies from **77.9% to 80.5%**, Mathematics from **53.8% to 57.6%** and Physical Sciences from **65.8% to 69.0%**;
- (b) Increase in subject performance at the **40% level**: Agricultural Sciences from **45.9% to 48.6%**, Business Studies from **57% to 60.4%**; Life Sciences from **47.9% to 51.3%**; and Physical Sciences from **42.4% to 44.8%**;
- (c) **256 031** learners achieved admission to Bachelor studies, which is equivalent to 36.4%;
- (d) **433 603** candidates (**61.5%**), who achieved admission to Bachelor and Diploma studies, are eligible to register for studies at higher education institutions.
- (e) **Only 2** of the 75 districts performing below 60%; and
- (f) **Twenty (26)** of the 75 districts performing above 80%.

## 7.5 Efficiency

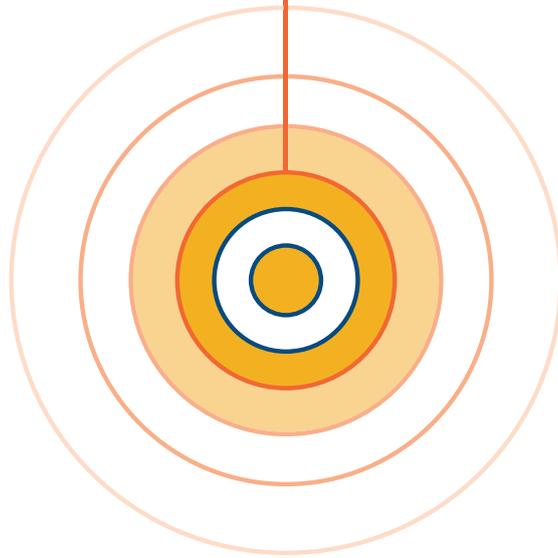
With regard to efficiency, the following can be deduced:

- (a) Only **4.11% (29 177)** of the registered candidates did not pitch to write the examination. A significant reduction from previous years;
- (b) **21 499 (37.8%)** of the progressed learners that wrote all seven subjects obtained the NSC; and
- (c) **86.4%** of the learners with special education needs, who wrote the 2021 NSC examinations, passed.

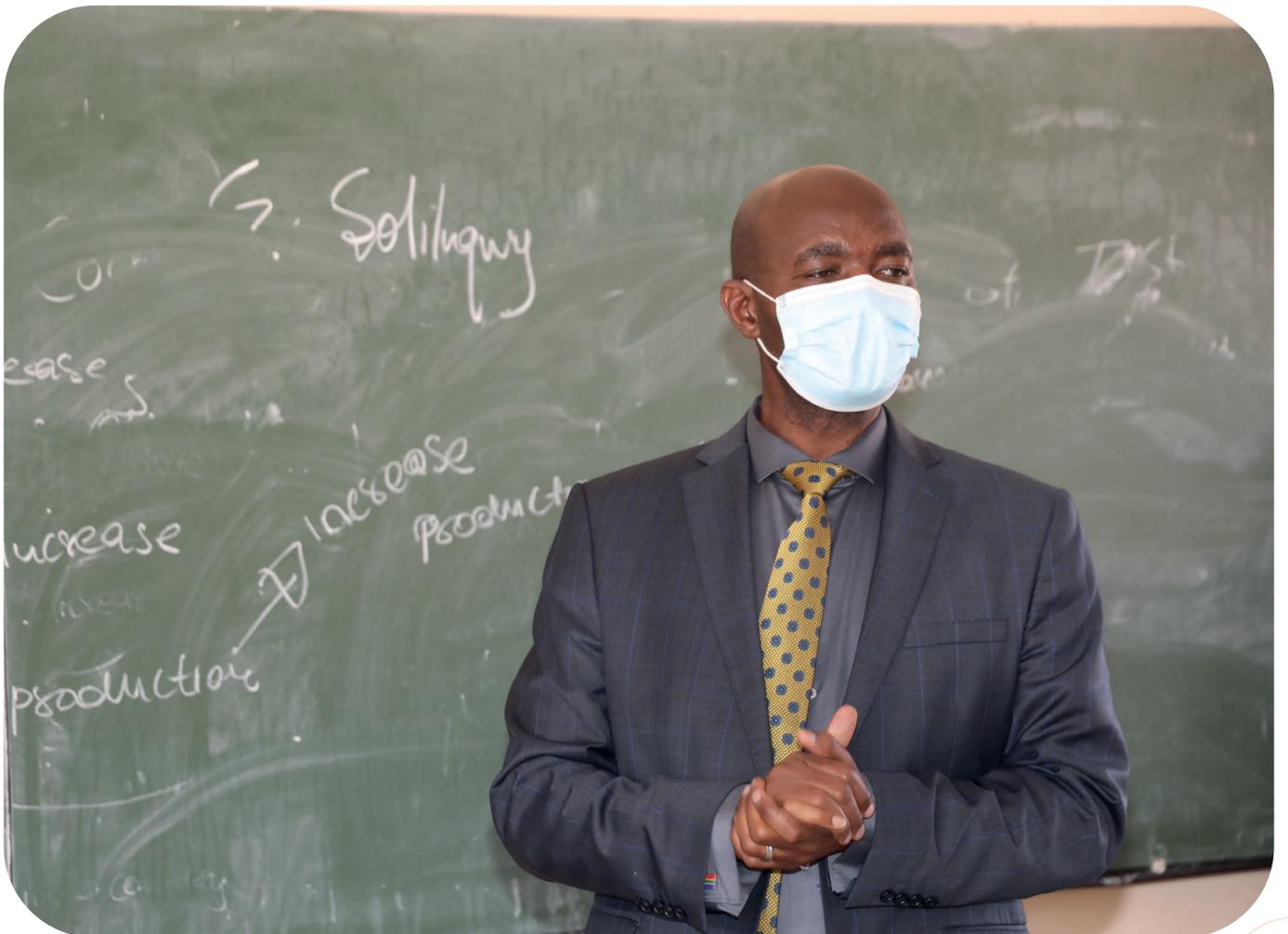
## 7.6 Inclusivity

The following can be deduced with regard to matters relating to inclusivity:

- (a) In 2021 the DBE offered the Fourth examination in Sign language to 127 learners of which 116 (93%) achieved the NSC qualification;
- (b) A total of 1 665 learners with special needs wrote the NSC examination and 1 232 (73.99%) learners attained the NSC; and
- (c) 528 learners with special needs attained admission to Bachelor Studies, 438 achieved admission to Diploma Studies and 196 achieved admission to Higher Certificate studies.



## 8. CONCLUSION



## 8. CONCLUSION

Despite the continued challenges posed by the Covid-19 pandemic on schooling, the Class of 2021 performed exceptionally well registering an improvement in the overall performance from 76,2% in 2020 to 76,4% in 2021. The analysis of the results shows visible improvements in critical areas which include significant improvements in relation to the six social justice principles of access, redress, equity, quality, efficiency and inclusivity. In relation to the performance of the Class of 2021, the following are highlighted:

- (a) The overall performance improved from **76.2%** in 2020 to **76.4%** in 2021;
- (b) None of the provinces performed below **60%** and only two Districts performed below **60%**;
- (c) Improvements in the performance of both Mathematics and Physical Sciences in 2020 is noted. The candidate performance in Mathematics improved from **53.8%** in 2020 to **57.6%** in 2021 whilst the performance in Physical Sciences improved from **65.8%** in 2020 to **69.0%** in 2021; and
- (d) There is a continuous improvement in the performance of learners in Business Studies over the four years. The performance in Business Studies was **64.9%** in 2018, **71.0%** in 2019, **77.9%** in 2020 and **80.5%** in 2021.
- (e) The number of schools performing at exactly 0% has declined from **13** in 2020 to only **1** in 2021.

However, the DBE would like to focus its attention on the following areas for improvement:

- (a) The number of schools performing at the 0 – 19,9% interval is still high at **34** in 2021;
- (b) Two Districts in Limpopo, namely; Sekhukhune East and Sekhukhune South are consistently performing below **60%**;
- (c) The low numbers of special education needs learners enrolling for the NSC Grade 12 examination remains a matter of concern;





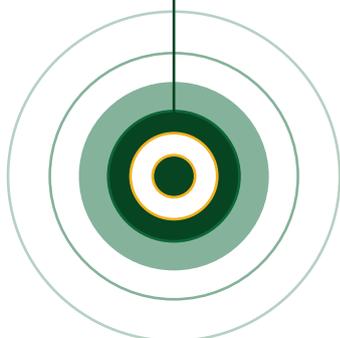
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